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ABSTRACT

This textbook is the sixth of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story that is divided into 17 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

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Book 6

ED293994

Read On! II

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LITERACY VOLUNTEERS of AMERICA Inc

QUESTIONNAIRE

To Tutors:

Read On! II is a revision of the original *Read On!* series (1978). The new edition is based on comments from users of the series and on new insights in the teaching of reading and writing.

LVA has a policy of soliciting comments from the people who actually use our materials. We use these comments in the revisions of our materials to make them even more effective. Therefore, we are especially interested in your answers to the following questions for future revisions.

1. Did you have literacy tutor training prior to using *Read On! II*? Literacy Volunteers of America ____ Laubach Literacy Action_____ Other_____ (name)_____
2. Have you used the 1978 *Read On!* series? Yes_____ No_____
3. Did you use *Read On! II* in one-to-one teaching_____ ABE drop-in_____ small groups_____ classroom_____?
4. Did you use *Read On! II* with school tutoring_____ ABE_____ library-literacy program_____ volunteer literacy program_____ other_____?
5. Did you use *Read On! II* with basic reading learner(s)_____ or English Second Language learner(s)_____ both_____?
6. What was the level of the learner(s) reading *Read On! II*?
   _____
7. What test did you use to establish the level(s)? _____
   _____
8. Was the amount of directions in *Read On! II* too little_____ about right_____ too detailed_____ I already knew the procedure_____
9. Did the scripting in the first lesson of the book help? a lot_____ somewhat____ not at all____ I already knew the procedure____
10. What changes in the directions/scripting/stories, if any, would you suggest? _____
    _____
11. Did you teach more than one unit per lesson? one unit_____ more_____ how many more_____
12. Did you use *Read On! II* as the whole lesson____ or as a part____?
13. Were the "Suggested Activities" useful? Yes_____ No_____

14. Can you suggest other activities for inclusion in the future?

_____

_____

15. Did you use the workbooks as integrated activities with the lesson?
always_____ some of the time_____ never_____

16. What features did you feel were most helpful in *Read On! II* series?

_____

_____

_____

What features did you feel were least helpful?

_____

_____

What features would you change?

_____

_____

To Learners:

1. Did you enjoy reading the story in this book 6 of *Read On! II*
Yes_____ No_____
2. What chapter did you like best? _____

_____

What chapter did you like least? _____

_____

3. Did you use the workbooks: with your tutor_____ on your own_____
not at all _____.
4. Did you enjoy the workbook activities? Yes _____ No_____
some of them _____
5. Which kind of workbook activity did you like most? _____

_____

6. Which kind of workbook activity did you like least? _____

_____

7. What other kinds of stories would you like to read?

_____

Program Name and Address: _____

_____

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Read On! II
A Sequential Reading Series

Book Six
In My Opinion

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The *Read On! II* series uses the concept of Assisted Reading. That concept and the format of tutor directions on the textbook left hand page and learner reading material on the right-hand, were developed in the original *Read On!* (1978) series by Jane Root, Ph.D. Dr. Root's presentation allowed for beginning readers to read with their tutors from the earliest lessons.

Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets.* I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald and Artis Lee.

V.K. Lawson, Ph.D.

LITERACY VOLUNTEERS of AMERICA Inc

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In My Opinion

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General Principles

Read On! II is a sequential reading series which makes use of the principles of modeling and assisted reading. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns.

If you are unfamiliar with these approaches, reading *TUTOR* (Colvin, Root, 1987) and *Tutoring Small Groups: Basic Reading*, (Ottoson, et al., 1985) will be helpful. Also, the *Read On! II Instructor's Guide* (Lawson, 1987) which accompanies the series explains these concepts in detail. The texts and workbooks contain step-by-step directions for teaching the lesson material. They also offer suggestions for alternative approaches.

A placement test is included in the *Instructor's Guide* which will help you find an appropriate starting book for learners so that a learner need not repeat material which is already known.

Directions are given in the *Instructor's Guide* for using the *Read On! II* series with conversational English (English Second Language) learners.

General Directions

For Read On! II

Introduction

In this series, you will be using the traditional approach of teaching sight words in the context of the sentences in which they occur. These sight words will be used as the basis for phonics review and pattern instruction. All will be used to involve writing as an integral part of each lesson. Provide as much help as needed for learners as they read the sentences with you. You will be using this reading/assisted-reading approach as you expand into actual learner-generated stories in the other portions of your lessons.

The *Read On! II* series can be used with small groups of three to five learners, with individual learners or in a peer situation. The principles and practices are the same for each. At some point in the assisted reading exercises, you may feel more comfortable reading with individual learners or with two or three, but that is not absolutely necessary. Do whatever is comfortable and satisfying for your learners and for you.

Directions

Specific directions for the instructor appear throughout each textbook opposite the learners' pages. The following are general directions designed to give an overview of the activities which will occur in any given lesson.

Preliminaries:

Give the **Placement Test** which accompanies the series in order to place the learners in the correct book and to learn which if any of the consonant letters will need to be taught using the *Tutor Resource Sheets*. These sheets are intended for use with learners at the beginning levels in the series.

The following materials will be needed for lessons: pen with dark ink, 3 x 5 cards (either cut in half or quarters), notebook for each learner.

Procedure:

(1) Prepare for your lesson by reading the passage aloud prior to meeting with your learners.

(2) Read the whole story to the learners and then return to the first selection to begin the chapter-by-chapter instruction. (The "Poison Puzzle" is an exception to this as you want to read all but the final chapter.)

Be sure to read in phrases and not word-by-word to your learners. This modeling will lead to fluency in your learners' reading. Fluency aids comprehension. Remember, reading is getting meaning from the page—if the sentences haven't been understood, then they haven't been read. Without comprehension, boredom sets in and independent reading will not take place.

(3) In the **Setting The Context** portion of the reading selection, discuss the passage. There will be suggestions given in the Tutor's Directions on each left-hand page. This context setting is important because it allows the reader (you or your learners) to bring to mind the knowledge and expectations about the situation being portrayed and thus will aid in reading. Have the student handle the book, looking through it for illustrations and familiar words. See *Instructor's Guide* for comprehension development ideas.

(4) After discussion, read the chapter to your learners having them follow along silently. Tell your learners that you will read the chapter to them, and that the regular print words (point them out) will be the ones which they will either learn during that lesson or have already learned in previous lessons.

(5) After reading the chapter, teach the lesson's words in a modified language experience approach (modified because the words to be learned directly are set by the design of the series rather than selected by the learner). Many words will be learned indirectly through peripheral learning as the passage and selected sentences are read again and again with the learners.

Sight words from the story will be taught in the context of the sentences in the story.

If the learner knows the target word already, make a word card of the word for use in activities, but do not go through the exercise of teaching the word.

a) You have already read the whole story to the learners. You have also (step 4 above) read them the chapter upon which the next lesson(s) will be based. At this point you will read the unit under study. (Towards the end of the book as the pace quickens, chapters will no longer be broken down into units.) Now, read the first unit again with you and the learners speaking at the same time. Your learners may be one beat behind you on the words of which they are not sure. This is called "echo reading" and this difference in rate is to be expected. Do not slow down. Read at a normal rate, running your finger along under the phrases, being careful not to read word-by-word. It might take a while to get accustomed to echo reading as we are not used to reading or talking in chorus.

b) Tell the learners which words you will be studying. (They are listed in the directions for each unit and on the learner's page.) Point to each target word as you say it. Have the learners repeat and point to each target word after you say it.

c) Read the sentences which contain the target words again. Have the learners read the sentences with you the second time through (echo reading).

[If working with a small group, have the entire group read the sentences. Then have each learner read the target words, beginning with the best reader in these early lessons. If working one-to-one for this portion of the lesson, have the learner read all the words being introduced in the unit. This general group-to-individual direction will hold for all the times the learners are asked to read the target words, a sentence, phrase or unit.]

d) Have each learner write each target word on a word card (one half or one quarter of a 3 x 5 card, cut ahead of time).

[If a learner has not written much, this will almost be a "drawing" exercise. Be patient and allow all the time needed. If the learners' handwriting is too large for the words to fit on each card, have the learners write the words on a full card or in their notebooks as you write the words on the smaller cards for their use. It is important to have each learner writing from the first lesson.]

e) Work with one word at a time. Have learners match each word with the word as it appears in the story. They should say the word as they match it.

f) Once all the sight words for that lesson have been read, written on cards, read again, and matched with the context, shuffle the word cards and have the learners read each one out of context, matching the card with the word in the story if needed. Use the word cards to build phrases. After several lessons, use the accumulated word cards to make more complex sentences and phrases.

g) Use the word cards in writing and game activites.

Word patterns also will be taught in the context of the story. Word cards will be made for each new word pattern learned.

[If you are unfamiliar with the concept of *word pattern* see *Read On! II Instructor's Guide* for a complete discussion and the "Scope and Sequence Chart" which lists those patterns taught in this series.]

a) Select a word containing the pattern you want to teach from among the sight words already taught.

b) Ask the learners to get their word card for the target pattern and read the word card to you.

c) The first few times you use pattern word technique, say "I'm going to show you a way to learn new words by changing just the first letter(s) of a word you already know. If this word is *sat*, [Write as you say the word. Make sure that each learner can see what you are writing.] what word is written if I change the *s* to *m*? [Write the second word under the first lining up the pattern as you ask the question.]

Once the idea of supplying the word in pattern or rhyme is established in the first few lessons, you can introduce pattern in the following way: As you write, say "If this word is *get,* what is this word _____?" Fill in the second word in the pattern and wait for a response; if none is given, supply it and go on to the third word in the pattern.

Example: "If this word is *make* what is this word? (fake), and this word? (rake)." Ask for other words in the pattern. You might say "We're going to make a list of all the words you know and will be able to read because you know now that the -am in 'am' has the same sound as -am in Sam, and jam and. . ." Read quickly through the list on the board or your paper to establish the rhythm and make it easier for the next word in the pattern to be thought of and suggested.
c) After you have gotten other suggestions and discussed the meaning of any of the obscure ones say "Get your notebooks and write -am (or whatever the pattern is you're working with) at the top of the page.

"The - means that letters can be put in front of the *-am* to make a word." Let learners supply rhyming words; have them write them in their notebooks. Treat this learning and suggesting as a game. Ask each learner in turn to name a word in pattern and to put it in a sentence. At the end of the lesson, ask them to write a sentence for each word learned during the lesson.

d) Have learners make a word card for each pattern word suggested. This can be done at the end of the lesson or for home practice.

Phonics, the knowledge of consonant sound/symbol relationships, is checked during the lesson, but the actual teaching takes place at the end of the reading portion of the lesson and is based on the *Tutor Resource Sheets* which accompany the series.

a) Ask the learner to find a specific word card which they have already made for a sight or patterned word in the lesson which begins with the letter you want to check.

b) Ask the learner to read the word, and then to tell you the name of the letter that begins the word. Then ask for the sound of that letter. If it is known, say "Good" and go on. If it isn't known, tell the learner the name of the letter and its sound in that word, note that you will need to teach that letter at the end of the reading portion of the lesson and go on.

(6) After the direct instruction portion of the lesson **(sight words, pattern, phonics),** you will do **Assisted Reading** exercises which will give learners more practice in reading the words in context:

a) Read the passage to the learners again. This will put the pieces back together for them. Ask the learners to follow along as you read all the words, again reminding them to pay attention to words they will be able to read, that is, the words in regular type.

b) You and your learners (or an individual student) then read the passage aloud at the same time. This is echo reading as described above under "Sight Words."

c) In the next read-through, you read softly, stopping at the words in regular print to allow learners to fill in the word they should know. Read softly enough so that the learners can read any of the other words known to them. With practice, a natural assisted reading pattern will emerge.

(7) You will use writing exercises to give the learners a chance to place the words being learned into new contexts, demonstrating comprehension of the word being learned.

(8) Each learner should keep a notebook of his or her writing activities.

(9) Expansion exercises are suggested at the end of each lesson, and in the workbooks which accompany each text. These are designed to allow each lesson to be tailored to individual learner's goals.

Vital Information for the Instructor

Watch your learners for signs of fatigue or boredom. Adjust to the individual learner's pace. If teaching more than one learner in a small group you might adjust by having the more advanced learner review on his or her own, or give the slower learner extra help while the others in the small group work on other projects together. If there is a great difference in ability among learners in a group, you may want to give extra help to the slower learner prior to introducing that day's work to the group as a whole.

Any time you want to do the exercises as an individual activity rather than a group activity, call on individual learners or, in later lessons, have learners work in pairs while you give assistance as needed or asked. For additional direction in working with small groups see *Tutoring Small Groups: Basic Reading* (LVA, 1985).

Most chapters in the text are broken into two or three lessons. This is done to help you pace the instruction to individual capabilities. Some groups might stop after each lesson, others might do two or even three lessons on any given day. You will become familiar with the learners' capabilities and be able to adjust the instruction accordingly.

If a unit is not completed in one day's lesson, give the word cards just completed to the learners for them to work with in preparation for the next lesson just as if the whole lesson had been completed. Also, assign workbook activities as appropriate either for homework or for class practice. In the next lesson, repeat the unit.

Much valuable home practice can be provided to the learners if you tape record yourself reading the passages. Identify each passage on the tape by title and page number. Give these tapes to the learners to use as review by following along in their books as you read the passages on tape they have been studying.

At the end of each textbook, there are expansion exercises for further activities to be carried out which will allow you to tailor the set vocabulary to the particular interests of the learners as well as giving writing and word identification practice.

Tutor Directions Chapter One

IMPORTANT: Read "General Directions" in front of book and "Vital Information for the Tutor" before proceeding.

Notes for Chapter One of *In My Opinion*: You will be given extremely detailed instructions for guiding the lessons in this chapter. This first chapter with its words to be learned might cover several lessons. Subsequent chapters might take less time. Use your judgment as to how much your Learners are able to absorb during the direct teaching (Sight Words, Pattern, Phonics) of a session and what will have to be reinforced in the activities.

Do prompt and reread to the Learners during the lessons. Writing assignments, games using the word cards, language experience activities and the workbooks are additional ways of providing needed repetition and reinforcement. The units can be read again and again during sessions. This modeling is a very effective way of teaching both actual words and the idea of sound/symbol relationship. The units can also be suggested as home reading between lessons.

Recording the whole story (indicating chapter breaks) for the Learners to read along with will provide additional practice. This practice will both speed up learning of the target words and extend the peripheral learning of non-target words.

Recording the lesson unit by unit, listing the sight words to be written and practiced, as well as the pattern to be learned, will provide an opportunity for independent study or peer work in each lesson. This recording could also provide additional, independent study for the more beginning Learners in a small group or classroom situation. If you decide to make this kind of a recording, be sure to include pauses for Learner responses.

Have a world map available in the classroom. Suggest that each learner have a world map at their homes.

Chapter 1

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic. Learners read chapter titles, look at the cartoons throughout the book.] The cartoons in this book are political cartoons. A political cartoon gives the artist the opportunity to show a point of view. Often the artist uses figures to represent different countries. In these cartoons the Soviet Union is shown as a bear, the United States as an eagle. You've probably heard people say, "There's more than one side to every issue." This book shows different ways the U.S. and the Soviet Union or other countries can act towards each other. If we don't find a way of living peacefully together in this world, we must face the consequences of a nuclear war. (Discuss) [Give positive response.]

Now we will read the first chapter in the book. Look at the title again. Now follow along as I read, then you will read aloud with me. [Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently. You will return to the first unit in the book (Unit 51) and proceed with unit by unit instruction and then go on to the next chapter.]

Unit 51

Vocabulary sabotage, conflict

Tutor/Learners—[Now, read Unit 51, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **sabotage**, on a 3 x 5 card. Find **sabotage** in the story. Read the sentence with me. What do you think **sabotage** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **sabotage**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **sabotage**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /child, friendship, angry, problem, conflict, cause, countries, reasons/

Tutor/Learners—[Re-read Unit 51, Learners follow silently. Learners then read aloud with you (echo reading).]

CHAPTER ONE:
Different Worlds, **Different** Wants

Unit 51

Two children are playing with toy trucks. One truck is bigger than the other. Suddenly the child with the smaller truck knocks down the other child and takes the big truck.

The biggest dance of the year is coming up. Two people who have been best friends since **kindergarten** both want a date with the same person. Suddenly the friendship falls apart; two angry people start thinking of ways to **sabotage** each other.

You need a car. Your best friend is buying a new one and offers you his old one for a good price. You buy it, and two days later it **breaks** down and needs several hundred dollars **worth** of work. You want your money back. He says it's your problem.

No matter where you go, no matter what you do, you will run into conflict. This is true for **individual** people. It's also true for **families**, for towns, for **states** and even for countries.

The problem is, the more **powerful** someone is, the more trouble their conflicts can cause — for them, and for everyone around them. Two kids fighting on the playground are not much of a problem. Two men with **knives** in a parking lot are. And two countries with enough bombs to **destroy** all life on earth — well, that's another matter **altogether**.

But why do countries fight? Well, the reasons are not that **different** from the reasons children fight. Both countries want the same thing. Or one country has something the other thinks it needs. Sometimes one country just wants to run things — like a **tough** kid who wants to run the playground.

/child, friendship, angry, problem, conflict, cause, countries, reasons/

Tutor—We'll study these words in this first unit. I'll read them first. [Point to each sight word as you say it.] **child, friendship, angry, problem, conflict, cause, countries, reasons** Now, you read the words.

Learners—child, friendship, angry, problem, conflict, cause, countries, reasons.

Tutor— Are there any words whose meaning you don't understand? [Elicit meaning from the group.] Copy the words we're learning from the story on these separate cards. [Use quartered 3 x 5 cards.] If you already know how to read the word, copy it anyway so you'll have the word card to use in other activities we'll be doing. (Learners copy the words.)

Tutor—Look at your word cards and read them to me. [Read any word the Learner hesitates on.]

Learners—(Read)

Tutor—0.K. I'm going to mix up the cards, and you read them to me. If you don't know a word, match the word card with the word in the sentence, then read it. We'll go through the card collection three times.

Learners—(Read the words in order given by the tutor.)

Tutor—Now I'm going to build a group of words. You read them after me. [Assume vocabulary from previous units/books in *Read On! II;* use the new cards; write in the other words and build a sentence such as: **The child grew angry because he couldn't do the problem.** Read the sentence and have the Learners read it after you. Go over it again until it is read as a unit and not word-by-word or syllable-by-syllable. READ IN MEANINGFUL UNITS.]

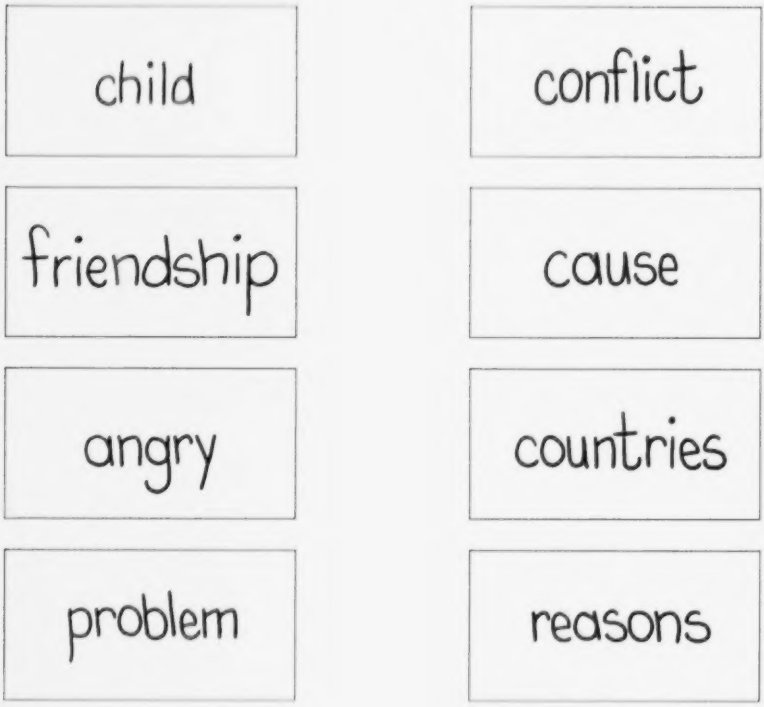
Learners—(Read)

End of Unit Assisted Reading

Tutor—[First, read Unit 51, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

Note: If end of lesson, review what has been read and extend discussion for writing assignment, workbook assignment, or select one of the "Suggested Activities" at the end of the textbook.

Your sight word cards might look like this



Unit 52

Vocabulary "worlds", communist, socialist, politically tied, "goodies" (defined in text)

Tutor/Learners—[Read Unit 52, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger along under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **communist**, on a 3 x 5 card. Find **communist** in the story. Read the sentence with me. What do you think **communist** might mean? [Accept tentative definitions. (A communist is a believer in communism. Communism is an economic and governmental system based on the idea that a central government should own and manage the factories and farmlands. The economic aim of the system is that everyone have approximately the same level and style of life.) If none of the answers is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **communist**. On the back of the card write the definition (meaning) of the word. Write a sentence using the word **communist**.

[Repeat this procedure for each of the vocabulary words. Explain also that some words are defined in the text. Such a word is "**goodies**"; mention that the author uses quotation marks around the word and then goes on to explain what he meant by "**goodies.**" Sometimes the author will use a word followed by a dash (-) and then explain the meaning. Or occasionally, the author will use a word and then write "that is" followed by the meaning of the word.]

To **discuss** the needs, wants and actions of different countries, we sometimes **divide** them into four "worlds."

"First World" **refers** to such wealthy, **non**-communist countries, as the United States, **Canada** and **Japan**.

"Second World" means the **major** communist and **socialist** countries, such as Russia, **China** and **Cuba**.

Underdeveloped countries — countries with less wealth and less **industry**, **especially** those not **politically** tied to **either** the United States or Russia — are the "Third World."

The very **poorest** countries, **especially** those in Africa and **Asia**, are **known** as the "Fourth World."

Such different "worlds" have different needs. A first world country may feel a need for great **amounts** of **fuel** or **cheap** labor. A third world country may have **desperate** need for food or to **protect** itself from **invaders**.

Even so, are such countries really so different? Everyone — child, adult or country — wants "**goodies**." For children this may mean **candy**, toys and **hugs**. For adults it may mean a home, a good job, and someone to love them. For countries, it often means land, wealth, and **safety** from **attack**.

Sight Words /communist, Russia (Russian), wealth, different, labor, often, differences, first, second, third, fourth/

Tutor—[Re-read Unit 52, Learners follow silently; Learners then read aloud with you (echo reading). Then read the sight words, pointing to each word as you say it. Learners copy onto word cards, saying each word as it is written.

Teach sight words with cards as you did previously: review/match to story/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **Differences between people often cause angry words. Many people labor for wealth.**]

End of Unit Assisted Reading

Tutor—[First, read Unit 52, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

But even when we all want the same things, we often have different ways of trying to get them. This, too, can lead to conflict.

How we **settle** these differences can mean the difference between a friendship and a fight — or between war and peace.

/communist, Russia, Russian, wealth, different, labor, often, differences, first, second, third, fourth/

Chapter 2

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic. Learners read title.] In this chapter we're going to hear about the frightening dangers of nuclear bombs and about the two "superpowers" who have a great number of nuclear bombs. What can one nuclear bomb do? (Discussion) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[Point to the Soviet Union and the United States on the world map. Indicate the closeness of the two countries. Point out that Russia is a part of the Soviet Union though they will often hear "Russia" used as if it were the whole country.]

Unit 53

Vocabulary unresolved, nuclear, debate, nuclear winter (defined in the text)

Tutor/Learners—[Read Unit 53, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **nuclear**, on a 3 x 5 card. Find **nuclear** in the story. Read the sentence with me. What do you think **nuclear** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **nuclear**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **nuclear**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /safe, discuss, nuclear, debate, weapons/

Tutor/Learners—[Re-read Unit 53, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **It isn't safe to give children even make-believe weapons. We have a debate team at our school.**]

End of Unit Assisted Reading

Tutor—[First, read Unit 53, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

CHAPTER TWO:
The Nuclear **Threat**

Unit 53

The ways we get "**goodies**" **vary** from person to person — and from country to country. Some feel the best way to be safe and happy is to **surround** yourself with friends. Others feel that to get these things you must be **tougher** than anyone else around you. In the next **chapters** we will discuss these different **approaches** to **dealing** with conflict.

The thing to **remember** when we discuss these ideas is that when we reach the **level** of the "**Superpowers**" — countries such as the United States and the **Union** of **Soviet Socialist Republics** (USSR or **Soviet Union**) — an **unresolved** conflict can lead to the use of something much **worse** than **muscles**, **knives** or guns. The **final** weapon here is a nuclear bomb.

Most people already know that a nuclear bomb is so **powerful** it can **destroy** an **entire** city.

However more and more **scientists** now believe that a nuclear war would have **effects** far beyond the **destruction** of the places where the bombs land.

The reason for this is that the **incredible** power of these bombs could **create** enough dust and **ash** to fill the **skies** over every country on Earth. This would **block** out the sunlight, **creating** what **scientists** call a nuclear **winter** — a long **period** of dark and cold that would **eventually destroy** all life on the **planet**.

So the debate over nuclear weapons is one that has meaning for every man, woman and child on the **planet**.

Because a nuclear war is the one war that no one can win.

But that part is **simple**. Everyone agrees: We don't want nuclear war.

/safe, discuss, nuclear, debate, weapons/

Unit 54

Vocabulary viewpoint, in order to, Nuclear Arms, race

Tutor/Learners—[Read Unit 54, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **viewpoint**, on a 3 x 5 card. Find **viewpoint** in the story. Read the sentence with me. What do you think **viewpoint** might mean? Remember, this is a compound word—two words in one. Think first of the word **view**. A **view** is a way of looking at things. What could **point** mean after **view**? [Accept tentative definitions. If none is correct refer Learners to the dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **viewpoint**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **viewpoint**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /viewpoint, Soviet Union, in order to, America, against, choose, arms/

Tutor—[Re-read Unit 54, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Make sure that the Learners know the meaning of each word. Learners copy onto word cards, saying each word as it is written.

Teach sight words with cards as you did previously: review/match to story/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **In order to drive, you must pass a road test. Guns, tanks, and bombs are arms.**]

But how do we stop a nuclear war from happening?

That's where things get tricky. In the pages that follow we will discuss **four** different viewpoints on how the United States should **handle** its conflicts with the Soviet Union in order to **avoid** a nuclear war. We will **label** these viewpoints:

* Peace Through **Strength**
* **Reducing** the Nuclear **Threat**
* Peace Through Finding **Common Concerns**
* America On Its Own

We will also look at the arguments other people have made against these viewpoints.

Along the way you will be asked to **examine** what you yourself think about people: how they work, how they think, how they act.

At the end of this book you will be asked to choose for yourself how you think the United States should face the **challenge** of the Nuclear Arms Race, and then to do your part in helping the country make that important choice.

/viewpoint, Soviet Union, in order to, America, against, choose, arms/

Pattern /-arm/

Tutor—Get your word card for **arms**. If this word is **arms**, what is this word? (**arm**) [As you speak, write the word **arm** on a chalkboard or on an easel so the Learners can see.] And this word? (**harm**) [Wait for Learners response.]

Now write **arm** at the top of a page in your notebook. Under it write **harm**, lining up the **arm** part of the words. [Read words quickly.] What other words that rhyme with **arm** and **harm** can you add to the list? Can you think of any words that have the pattern **arm** in them (**armament**) but might not rhyme? [Accept any other words in the pattern they suggest. Discuss the meaning of the words offered; add to list.]

End of Unit Assisted Reading

Tutor—[First, read Unit 54, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text), (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Your word pattern page might look like this

Chapter 3

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, discuss cartoon.] Nobody likes to be called a "weakling." We all like to be thought of as strong. The United States is a strong country — and so is Russia. After you read this chapter, you will understand the argument for being stronger than the Soviet Union. (Discussion) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

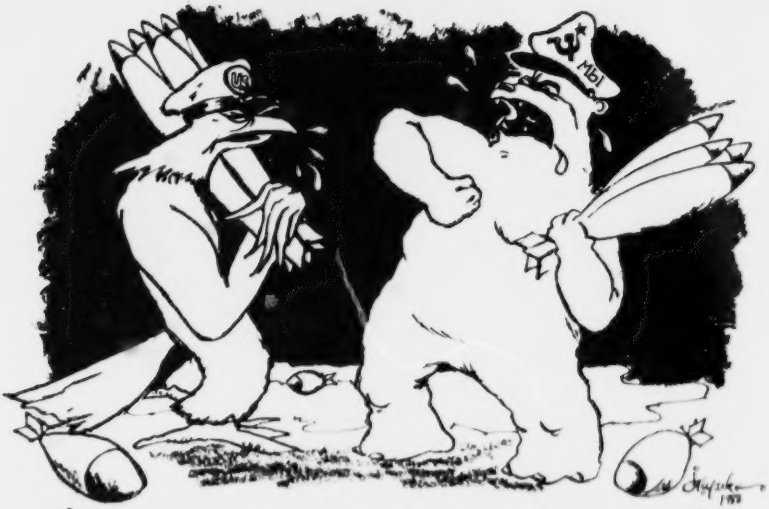
Map Location—[Indicate on map of Europe the six countries under Soviet domination: East Germany, Hungary, Poland, Czechoslovakia, Rumania, Bulgaria.]

Unit 55

Sight Words /strength, advertisement, information, using, started, map, resisted, uses/

Tutor/Learners—[Re-read Unit 55, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **Using maps gives you an idea of where countries are in the world.**]



"MY BOMBS ARE BIGGER THAN YOUR BOMBS!"

CHAPTER THREE:
Peace Through Strength: The Idea

Unit 55

Almost everyone knows the advertisement that shows a "98-pound **weakling**" getting sand **kicked** in his face. He sends away for information on how to **build** up his **muscles**. The idea is that if he works hard enough and makes his **muscles** big enough, no one will ever **kick** sand in his face again.

Many people in the United States think that the Soviet Union is like the **bully** on the **beach**, and that the only way for us to **deal** with the Russians is to make sure that we have bigger **muscles** — or better bombs — than they do.

People who think this way **point** out that the Soviet Union has a history of using **force** to take over other countries.

This started after World War **II**, when the Soviet Union took over six countries in **Eastern Europe**. (See map.) When people in these countries resisted the Soviet Union's **control**, it used **force** to stay in **charge**. This happened in **Hungary**, **Czechoslovakia**, and **Poland**.

End of Unit Assisted Reading

[First, read Unit 55, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

Note: If end of lesson, review what has been read and extend discussion for writing assignment, workbook assignment, or select one of the activities at the end of the textbook.

Most **recently** USSR **tanks rolled** into **Afghanistan**.

People who believe in peace through strength say history shows that the USSR uses every **opportunity** to **expand** its power. The only way to keep them in line is to make sure we are stronger than they are.

This chart shows the **basic points** of the "Peace Through Strength" viewpoint.

/strength, advertisement, information, using, started, map, resisted, uses/

Unit 56

Vocabulary security, Soviets, allies, abroad, human rights, social services

Tutor/Learners—[Read Unit 56, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **allies**, on a 3 x 5 card. Find **allies** in the story. Read the sentence with me. What do you think **allies** might mean? [Accept tentative definitions. If none is correct, refer Learners to the dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Sight words /glance, secure, military, built, becoming, refuse, social services, taxes/

Tutor—[Re-read Unit 56, Learners follow silently; Learners then read along with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words onto word cards, saying each word as it is written.

Teach sight words with cards as you did previously; review/match to story/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **He refused to pay taxes. Social Services helps me pay my rent.**]

Pattern /-ance/

Tutor—[Teach words in the in the **-ance** pattern.] If this word is **glance**, what is this word? (**chance**) [Write the word as you say it. Wait for Learners' response. Have Learners suggest new words which either rhyme with **glance** or have **ance** in them (**advanced**) but might not rhyme. Discuss meanings, add to list. Have Learners write the pattern and pattern words in their notebooks.]

End of Unit Assisted Reading

Tutor—[First, read Unit 56, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of test); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

The "Upper Hand" View at a Glance

Unit 56

US **security**: The US is most secure when it has the **edge** over the Soviets in every way.

Advanced nuclear weapons: These are needed for the US to keep ahead of the Soviet military.

Defense against Soviet **missiles**: A **defense system** such as SDI (Space Defense Initiative—Star Wars) should be built as soon as **possible**.

Arms talks: These should be held on our **terms**. **Treaties** should be signed only if the United States can **maintain** the **upper** hand.

Our **Allies**: We should keep **American troops** and nuclear weapons in **Europe** and **South Korea**.

Use of nuclear weapons: We should be **prepared** for "first-use" of nuclear weapons to **protect** our **interests** throughout the world.

Becoming **involved abroad**: We would use military **force** whenever **American interests** are **threatened**.

Central America and **Cuba**: We would **oppose** all Soviet-backed **governments**. This means we would refuse to trade with countries such as **Cuba**, and we would **supply** military **aid** to **rebels**.

Human rights: We would **demand** that the Soviets allow more freedoms to their people. Until they did so, we would refuse to **deal** with them.

Military spending: It would be at a **high level**.

Impact on US **economy**: Actions such as cutting back social services or **increasing** taxes may be needed to keep up **high** military spending. On the other hand, **high** military spending would **produce** some jobs.

/glance, secure, military, built, becoming, refuse, social services, taxes/

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Chapter 4

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, look at the cartoon. (Discuss) Give positive response.] In this unit, we'll hear the other side of the argument. We'll find out why many people believe that it's not worthwhile to spend our country's money on building up arms. (Discussion) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[Point out location of Viet Nam and Nicaragua on world map.]

Unit 57

Vocabulary versus, resources, quality of society's life, international, interferes, intrude, "Gunslingers" (defined in text)

Tutor/Learners—[Read Unit 57, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **resources**, on a 3 x 5 card. Find **resources** in the story. Read the sentence with me. What do you think **resources** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary word card for **resources**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **resources**.

[Repeat this procedure for each of the vocabulary words.]

"THE TROUBLE WITH BEING THE FASTEST GUN IN THE WEST"

CHAPTER FOUR:
Peace Through Strength: The Discussion

Unit 57

Western movies often tell the story of a **gunslinger** who practices and practices to become "The Fastest gun in the West." "**Six-shooter**" at his side, this **gunfighter** takes on all **comers** — until the day when someone faster finally comes along, and puts a **bullet** through him instead.

People who argue against the "Peace Through Strength" point of view, point out that it's like trying to be the fastest gun in the west. No matter how big your **muscles**, how quick your **draw**, or how powerful your bombs, sooner or later someone bigger, quicker, more powerful is bound to come **along**.

Or maybe not. Maybe someday you just make a little slip, and someone not **quite** as big, fast or powerful **manages** to put one over on you anyway.

Sight Words /discussion, fastest, practices, instead, powerful, point, butter/

Tutor/Learners—[Re-read Unit 57, Learners follow silently; Learners then read aloud with you (echo reading). Then read the sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **I finally joined the Builders Union. She makes a point of using butter in her cooking.**]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text), (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

These people point out that spending too much time and money on **building** the biggest bombs is like spending all your life at the **gym** to keep in **shape**. You may be **tougher** than anyone else in town, but in the long run its not much of a life.

Many people call this the "Guns **versus** butter" debate. That is, they think a **society** has to choose whether it will use its **resources** for guns, or for butter; for **protection**, or for living well.

Those who **prefer** butter believe spending your money on guns lowers the **quality** of a **society's** life. Those who would vote for guns believe if you spend all your money on butter, some **bully** with a gun is **apt** to take it away from you.

At the **international level**, we say the Soviet Union is a **bully** because it **interferes** with the **affairs** of other countries. Yet many Third World countries feel that the United States is no different. They point to our actions in places like **Viet Nam** and **Nicaragua** as showing that we **intrude** just as much as the Soviet Union.

Is this true? Does that mean we act like a **bully** also? On the other hand, if others believe this even if it is not true, is it **possible** that we do not really understand what the Soviet's are doing?

/discussion, fastest, practices, instead, powerful, point, butter/

Chapter 5

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, look at cartoon.] In this unit we'll learn how quickly a nuclear attack can happen. The United States has a warning system but it often makes mistakes. What do you think could happen if we thought we were going to be attacked? (Discussion) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[Point out how close the US/Soviet Union, Soviet Union/Europe and China/Soviet Union are to each other.]

Unit 58

Vocabulary warheads, posed, counterattack, early warning system, consequences, deliberate, summarized

Tutor/Learners—[Read Unit 58, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **deliberate**, on a 3 x 5 card. Find **deliberate** in the story. Read the sentence with me. What do you think **deliberate** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **deliberate**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **deliberate**.

[Repeat this procedure for each of the vocabulary words.]

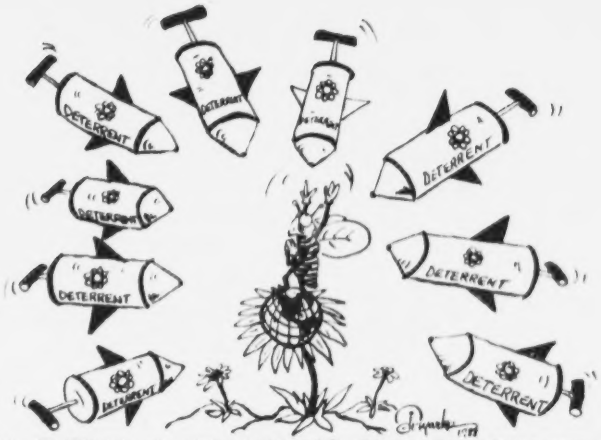
Sight Words /threat, accidental, missile, early, system, false, alarm, usually, reducing (reduce)/

Tutor/Learners—[Re-read Unit 58, Learners follow silently; Learners then read aloud with you (echo reading). Read the sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/ mix the order of the cards/add word cards of previously learned words/make phrases or sentences with cards such as: **My smoke alarm went off but there was no fire. You have to have a system to do the job right.**]

End of Unit Assisted Reading

Tutor—[First, read Unit 58, Learners following silently. Then read it together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]



"ALL IT TAKES IS ONE NUCLEAR BOMB TO RUIN YOUR DAY..."

CHAPTER FIVE:

Reduce the Nuclear Threat: The Idea

Unit 58

The arms race has gone on for nearly **forty** years. Today there are over 50,000 nuclear **warheads** in the world. As a **result,** many people believe that the threat of an accidental nuclear war is far greater than any threat of a **deliberate** war **posed** by the Soviet Union.

Part of the problem is that we have less time to **correct mistakes**. **Twenty-five** years **ago** if the United States **launched** a missile against **Moscow**, it would have taken hours for it to **arrive**. Today it would take 25 to 30 minutes. This means that the **leader** of the country being **attacked** has only minutes to decide whether or not to **launch** a **counterattack**.

Yet in the **period** from 1977 to 1984 our early warning system **averaged** nearly **seven** false alarms a day. Usually the **mistake** is **corrected** quickly. However one false alarm went on for **six** minutes. In that time the **fate** of the world **hung** in the **balance**.

Many people believe that the **terrible consequences** of a nuclear war means that reducing the nuclear threat should be our main **goal** right now. Their viewpoints are **summarized** in the following chart.

/threat, accidental, missile, early, system, false, alarm, usually, reducing, reduce/

Unit 59

Vocabulary compete, treaties, oppose, (opponents), economy

Tutor/Learners—[Read Unit 59, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Follow previous instructions for teaching vocabulary words.]

Sight Words /security, common, compete, build, risk, oppose, continue, levels, although/

Tutor—[Re-read Unit 59, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy onto word cards, saying each word as it is written.

Teach sight words with cards as you did previously: review/match to story/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **We all want security in our jobs. Our team took a risk in opposing Central High in baseball.**]

End of Unit Assisted Reading

Tutor—[First, read Unit 59, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

The "Reduce Nuclear Threat" View At a Glance

Unit 59

US security: The United States and Soviet Union have a common **interest** in **avoiding** nuclear war that could **destroy** them both. In all other ways, the US should compete with the Soviets.

Advanced nuclear weapons: **Treaties** would be signed that **prevented** the building of these weapons.

Defense against Soviet missiles: We would build a **defense** system such as SDI (Star Wars) only if the Soviets agreed.

Arms talks: We would press for greatly reducing the **number** of nuclear weapons on both sides. We would be **prepared** to give up "Star Wars."

Our **Allies**: We would **maintain** strong **forces** around the world to **contain** the Soviets.

Use of nuclear weapons: We would no longer **rely** on the threat of using nuclear weapons to **prevent** Soviet **attacks** on our **allies**.

Becoming **involved abroad**: We would use military **force** if that were the only way. But we would work with the Soviets to reduce the risk of **superpower** conflict.

Central America and **Cuba**: We would oppose all Soviet-backed **governments**. This means we would refuse to trade with countries such as **Cuba**, and we would **supply** military **aid** to **rebels**.

Human rights: We would **urge** the Soviets to allow more freedoms to their people. But we would not let this hold up talks about reducing arms.

Military spending: It would continue at **current** levels. Although we would spend less on new nuclear weapons, we might spend more on **troops** and other kinds of weapons.

Impact on US **economy**: It would have little **effect**.

/security, common, compete, build, risk, oppose, continue, levels, although/

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Chapter 6

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit. Learners read title, look at cartoon.] If we stop producing nuclear arms and if we discontinue work on Star Wars, are we being too trusting? Or are we taking a step toward peace? That's what we'll be reading about in this chapter. (Discuss) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Unit 60

Vocabulary arsenal, disrupt, treacherous, unilateral, verify

Tutor/Learners—[Read Unit 60, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **arsenal**, on a 3 x 5 card. Find **arsenal** in the story. Read the sentence with me. What do you think **arsenal** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **arsenal**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **arsenal**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /born, arsenal, number, trust, relationships, lately, cheated, verify, bargain/

Tutor/Learners—[Re-read Unit 60, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **Sometimes a bargain can be a problem. You can't trust a person who has cheated you.**]

CHAPTER SIX:
Reduce the Nuclear Threat: The Discussion

Unit 60

"There's a **sucker** born every minute," the great showman **P. T. Barnum** is **supposed** to have said. Many people fear that if we reduce our nuclear arsenal, we will be the **suckers**. Their feeling is that only a strong nuclear arsenal will keep the Soviet Union in line. They believe our **huge** nuclear arsenal has **kept** the peace for **forty** years. If we reduce this arsenal, it could **disrupt** that peace. Too many bombs, in this point of view, is far better than not enough.

The other problem some people see with trying to reduce the number of nuclear bombs is that it **requires** us to trust the Soviets. These people feel that the Soviet Union is **sly** and **treacherous**, and that to trust them is to **endanger** the **entire** world. They believe that the **bottom** line on all relationships, from **personal** to **international**, is that you **watch** out for yourself.

Pattern 1 /-ate/

Tutor—[Teach words in the **-ate** pattern as in **lately**.] Get your word card for **lately** and read it. If this word is **lately**, what is this word? (**late**) And this word? (**date**)

[As you speak, write the word so the Learners can see. Wait for Learner's response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-eat/

Tutor—[Have Learners find word card for **cheated** and read it aloud. Teach pattern **-eat** as shown above.]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Those who want to reduce the nuclear threat **respond** that it is **ridiculous** to think the Soviets would risk nuclear war to **expand** their power. They say the Russians fear nuclear war as much as we do. They say, too, that lately the Russians have taken the **lead** in the **push** for reducing the nuclear threat. For **example**, in **August** of 1985 the Russians stopped testing nuclear weapons for **18** months. This was a **unilateral decision**. That means it was one-sided. The Soviet Union stopped testing weapons even though we said that we were going to keep right at it — and did.

People who oppose reducing our nuclear arsenal say that if we trust the Soviets it could be the end of us. They say the USSR has cheated on **agreements** before, and that it is **impossible** to verify whether the Soviets are keeping their end of the bargain or not.

People who **support** the idea say that if we don't start trusting each other, it could be the end of everything.

/born, arsenal, number, trust, relationships, lately, cheated, verify, bargain/

Chapter 7

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, look at cartoon.] This chapter tells us that we have a lot in common with the Russians. What do you think we have in common with them? (Discuss) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Unit 61

Vocabulary bail, mutual, radioactive, acid rain

Tutor/Learners—[Read Unit 61, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **mutual**, on a 3 x 5 card. Find **mutual** in the story. Read the sentence with me. What do you think **mutual** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **mutual**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **mutual**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /concerns, bail, boat, sink, safety, course, survive, interests, radioactive, medical/

Tutor/Learners—[Re-read Unit 61, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **Can you survive in a sinking boat?**]

CHAPTER SEVEN:
Common Concerns: The Idea

Unit 61

If two people are in a leaky boat, they can argue about whose **fault** it is — or they can start bailing so they both get to **shore** safely.

Many people think that the world today is a little like a leaky boat, and that unless we all start bailing together, we're all going to sink together.

Do we really have anything in common with the Soviet People?

A great deal, **according** to the people who **promote** this point of view. We all want safety, food and **shelter** of course. But beyond that is the fact that both countries want to **prosper** — not **merely** survive but **increase** the wealth and well-being of their **citizens**. Both countries have strong interests in "the better things in life" — art and music and **literature**.

Pattern 1 /-ail/

Tutor—[Teach words in the **-ail** pattern as in **bail**.] Get your word card for **bail** and read it. If this word is **bail**, what is this word? (**jail**)

[As you speak, write the word. Wait for Learner's response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-ink/

Tutor—[Have Learners find word card for **sink** and read it aloud. Teach pattern as shown above.]

Pattern 3 /-oat/

Tutor—[Have Learners find word card for **boat** and read it aloud. Teach pattern as shown above.]

End of Unit Assisted Reading

Tutor—[First read Unit 61, Learners following silently. Then read the unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

Note: If end of lesson, review what has been read and extend discussion for writing assignment, workbook assignment, or select one of the "Suggested Activities" at the end of the textbook.

The people who believe in **promoting** our common concerns feel that even if we don't become best friends, the more **mutual** interests we have, the harder each country will work to **avoid** conflict. They feel that America and the USSR have many interests. Both countries are concerned with making nuclear power **plants** more safe. They want to **avoid accidents** such as **occured** at **Chernobyl**, where a Soviet nuclear **plant** released huge amounts of radioactive **material** into the **air**, or at Three Mile Island, where an **American plant** nearly did the same thing.

Both countries need to find a **solution** to the **acid** rain that is **destroying millions** of **acres** of their **forests**.

Both countries have medical problems they can work together to **solve**.

Here is a **summary** of the "Working Together" idea.

/concerns, bail, boat, sink, safety, course, survive, interests, radioactive, medical/

Unit 62

Vocabulary relations, forces

Tutor/Learners—[Read Unit 62, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger along under words each time you read a selection. Teach vocabulary as shown in preceding unit.]

Sight Words /defense, improved, relations, maintain, forces, human, increase, budget/

Tutor—[Re-read Unit 62, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy onto word cards, saying each word as it is written.

Teach sight words with cards as you did previously: review/match to story/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **My brother is in the Armed Forces. I'm going to make a budget for the first time.**]

End of Unit Assisted Reading

Tutor—[First, read Unit 62, Learners following silently. Then read unit together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

The "Working Together" View at a Glance

Unit 62

US security: Real security is only **possible** when US-Soviet relations improve. **Thus** the two countries must work together as partners to **solve** common problems.

Advanced nuclear weapons: We would have enough of these to **prevent** the USSR from **attacking** us or our **allies**.

Defense against Soviet missiles: We would work with the Soviets to see that both sides build defense systems at the same time or not at all.

Arms talks: Improved relations now are **expected** to **lead** to nuclear arms cuts later. We should not let arms talks stand in the way of other **joint projects**.

Our **allies**: We would maintain strong forces around the world.

Use of nuclear weapons: By reducing **tensions**, we would reduce the risk of nuclear war.

Becoming **involved abroad**: We would be more open to communist countries and would try to work and trade with them.

Central America and **Cuba**: We would **encourage** more businesslike relations with these countries. We would **seek peaceful** means of **settling** the **situation** in **Nicaragua** and improved relations with **Cuba**.

Human rights: The chance of having improved relations with the United States would give the Soviets a stake in improving human rights practices.

Military spending: It would continue at **current** levels but be reduced as the US and Soviet Union competed less.

Impact on US **economy**: Trade would increase because more American goods would be sold to the Soviets and other communist countries. Some jobs would be lost in the defense **industries**. But smaller military spending would help reduce the budget debt.

/defense, improved, relations, maintain, forces, human, increase, budget/

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Chapter 8

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, look at the cartoon.] In this unit we'll find out why the Soviet Union doesn't trust other countries and why some people in the US don't trust the Soviet Union. Can you think of ways to make both countries more trusting of each other? (Discuss) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[Indicate on world map the countries surrounding Russia where missile bases are located: Germany, Japan, Korea, Turkey—and the location of Russia.]

Unit 63

Vocabulary compromise, moral duty

Tutor/Learners—[Read Unit 63, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **compromise**, on a 3 x 5 card. Find **compromise** in the story. Read the sentence with me. What do you think **compromise** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **compromise**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **compromise**.

[Repeat this procedure for each of the vocabulary words. In this case, explain **moral duty** as a phrase.]

Sight Words /winners, loser, leader (review as in Book 3 -er **as one who does**), interested (interest), goal, duty, support, attacked (attack), defensive, invade, threatened, hostile, convince, benefits/

Tutor/Learners—[Re-read Unit 63, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/ mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **There are winners and losers in every game. The hostile leader attacked us.**]

"DON'T TURN YOUR BACK ON THE KNIFE!"

CHAPTER EIGHT:
Common Concerns: The Discussion

Unit 63

Some people believe that if you cooperate with someone who is out to cheat you, you will never win. These people are still **unwilling** to trust the Soviet Union. They say Soviet leaders may talk differently now, saying they are interested in working together, but that their real goal remains the same: to get the **upper** hand in **international** power games.

These people fear that if we **adopt** a live-and-let-live **attitude** toward the Soviets that many Third World countries will become communist. They feel that as "the leader of the free world" the United States has a **moral** duty to fight communism.

They feel that trusting the Soviets is like suddenly turning your back on a man you have been fighting with.

Pattern /-ive/

Tutor—[Teach words in the **-ive** pattern as in **defensive**.] Get your word card for **defensive** and read it. If this word is **defensive**, what is this word? (**expensive**) [As you speak, write the word. Wait for Learner's response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

People who support the Common Concerns idea point out that there are reasons for the Soviet Union to act as it does.

When someone has been attacked, they become very **wary** and defensive. This is true for countries as well as people. The USSR has been invaded many times. In World War **II Germany** invaded the country. About **twenty million** Soviets died **during** the war.

Today the Soviets still feel threatened. They are **surrounded** by hostile powers. We have missiles pointing at them from **bases** in **Europe**, **Turkey**, **Korea** and **Japan**. "Of course they have a large nuclear arsenal," say some pople. "Wouldn't you?"

People who support the Common Concerns point of view feel that by increasing trade and **cultural exchanges** with the Soviet Union we can convince them they have nothing to fear from us. They feel that even if we do not **agree** with each other **politically**, the more each side benefits from friendship with the other, the less likely we are to need our weapons.

/winners, loser, leader, interested, interest, goal, duty, support, attacked, attack, defensive, invade, threatened, hostile, convince, benefits/

Chapter 9

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, look at cartoon.] America does a great deal for other countries and many people feel that this is a bad idea. We're going to read about America's gifts to other nations, some of which are productive—and some of which are not. What do you think America should send to other countries? (Discuss) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[Have Learners point out: Germany, Japan, South Korea, Europe, America, Afghanistan, Russia.]

Unit 64

Vocabulary George Washington, Farewell Address, responsibility, situation, military presence, demonstrations

Tutor/Learners—[Read Unit 64, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **responsibility**, on a 3 x 5 card. Find **responsibility** in the story. Read the sentence with me. What do you think **responsibility** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **responsibility**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **responsibility**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /feet, nations, aid, protect, resources, withdraw (ing), presence, troops, Europe (Europeans), either/

Tutor/Learners—[Re-read Unit 64, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **There are many nations in Europe. Our dog protects his food from other animals.**]

"STANDING ON OUR OWN TWO FEET?"

CHAPTER NINE:
America On Its Own: The Idea

Unit 64

George Washington would be surprised. In his **farewell address** as President, he warned against becoming **involved** in the **affairs** of other nations. Today, the United States has taken on **responsibility** for much of the world. We **provide** food, **economic** aid, and most of all military aid for countries all around the world.

Many people think this is a bad idea. While we are spending money to protect **Germany**, **Japan** and **South Korea** from the Soviet Union, those countries are using their resources to **develop** their **foreign** trade. By withdrawing our military support, we would force those countries to **handle** their own problems, and we could use the resources we had spent on military **items** to improve our own trade **situation**.

Pattern /-aid/

Tutor—[Teach words in the **-aid** pattern as in **aid**.] Get your word card for **aid** and read it. If this word is **aid**, what is this word? (**maid**)

[As you speak, write the word. Wait for Learner's response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

End of Unit Assisted Reading

Tutor—[First read Unit 64, Learners following silently. Then read it together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

Note: If end of lesson, review what has been read and extend discussion for writing assignment, workbook assignment, or select one of the Suggested Activities at the end of the textbook.

Right now we are spending about two hundred **billion** dollars a year to support our military presence around the world. We are supporting 300,000 troops in Europe — and Europeans themselves stage many **demonstrations** saying they want us out!

The people who support the "America On Its Own" idea point out that the Soviets don't have the resources **necessary** to keep up that kind of military presence around the world either. As they are finding out in **Afghanistan**, taking over a country is a very **costly struggle**.

Here is a **summary** of the "America On Its Own" viewpoint.

/feet, nations, aid, protect, resources, withdraw, withdrawing, presence, troops, Europe, Europeans, either/

Unit 65

Map Location—[Ask Learners to point out North America on the world map. Then show them Central America and South America.]

Sight Words /elsewhere, north, possible, control, commitments, central, economy, businesses/

Tutor—[Read Unit 65, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy onto word cards, saying each word as it is written.

Teach sight words with cards as you did previously: review/match to story/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **Many businesses have closed in the last year. It's a good idea to practice economy.**]

End of Unit Assisted Reading

Tutor—[First read Unit 65, Learners following silently. Then read it together (echo reading). Read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

The "America on its Own" View At a Glance

Unit 65

US security: America's security would no longer be tied to **events** elsewhere in the world. We would only **defend** North America. **Thus** Soviet actions would be less important to us.

Advanced nuclear weapons: We would **maintain**, at home and at sea, a nuclear force strong enough to **counter** any Soviet attack.

Defense against Soviet missiles: A defense system such as SDI (Star Wars) would be built and used as soon as possible.

Arms talks: Arms control would not be very important. We would be interested only in reducing the number of nuclear weapons that the Soviets could use to attack us.

Our **allies**: We would withdraw from military commitments around the world. Our **allies** would arrange for their own defense.

Use of nuclear weapons: We would no longer be bound to use nuclear weapons to **defend** our **allies**.

Becoming **involved abroad**: We would not use military force **except** in North America.

Central America and **Cuba**: These countries are close to our **borders**. The US would take action if it felt threatened by **events** in those countries.

Human rights: We would oppose **certain** Soviet practices, but we would take no military action to **prevent** them.

Military spending: It would be greatly reduced.

Impact on US economy: Reduced military spending would reduce the budget debt. Some of this money could be spent on making US businesses better able to compete on the world **market**. However, some countries may be less likely to trade with us if we stopped **defending them**.

/elsewhere, north, possible, control, commitments, central, economy, businesses/

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Chapter 10

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/review previous unit. Learners read title, look at the cartoon.] Should America keep to herself and have nothing to do with the rest of the world? Should America stop sending food and grain and military supplies and soldiers around the world? Do you think that would be a good thing? (Discuss) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[Ask Learners to point out America on the map. Note the closeness to America of Central America and Nicaragua.]

Unit 66

Vocabulary declaration, hermits, interconnected, thrive, participate

Tutor/Learners—[Read Unit 66, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **declaration**, on a 3 x 5 card. Find **declaration** in the story. Read the sentence with me. What do you think **declaration** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **declaration**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **declaration**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /decision, actually, hurt, connected, body, reply, fully, tension, disagreement/

Tutor/Learners—[Re-read Unit 66, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **I made a decision to reply to the advertisement.**]

"NO MAN IS AN ISLAND"

CHAPTER TEN:
America On Its Own: The Discussion

Unit 66

At some point almost every child gets so **mad** at his or her parents that he or she makes the **declaration**, "I'm never going to talk to them again."

This decision doesn't usually last more than a few hours, at the most.

Some adults make the same kind of decision and actually go off and spend their lives as **hermits**, living all by themselves.

Most of us, however, find that no matter how angry and hurt we get, we need other people.

People who oppose the "America On Its Own" viewpoint feel that the same is true for countries. If America **isolates** itself from other countries, we will be acting like a child refusing to talk to its parents.

Everything is **interconnected**, these people say.

Pattern /-ment/

Tutor—[Teach words in the **-ment** pattern as in **disagreement**.] Get your word card for **disagreement** and read it. A number of words in this book end in **-ment**. You have just learned **disagreement**. What other words do you know that end in **-ment**? (**government, armament, disarmament, environment**)

[As you speak, write the word. Wait for Learners' response. List words as they are suggested, discuss meanings of each word. Have Learners copy words in their notebooks.]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Expecting one country to **thrive** without being connected in a **healthy** way to the rest of the world is like **expecting** a heart to continue working after you **separate** it from the rest of the body.

Another point of view that opposes the "America On Its Own" idea says that if we withdraw our nuclear weapons from some of the countries we now protect they, and other countries, may begin building nuclear weapons of their own. People who believe this fear that in the long run cutting back on our own nuclear presence might actually increase the numbers of nuclear weapons in the world.

Some of those who support the "America on its Own" viewpoint reply that our military presence around the world is one of the **major** possible causes of war. They say that **soldiers** and bombs in so many places only increase tension and make people **expect** a war

The disagreement over "America On Its Own" really **centers** around the questions of what kind of country and what kind of people we want to be.

That is a question each of us has to answer for ourself before we can fully **participate** in this debate.

/decision, actually, hurt, connected, body, reply, fully, tension, disagreement/

Chapter 11

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic. Learners read title, discuss the cartoon.] We live in the United States and we have a right to tell our lawmakers how we feel about the decisions they make. Have you ever written or phoned a Congressman or Senator to let him or her know your views? (Discuss) [Give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Map Location—[On the map of the United States, point out Washington, D.C. Explain that Washington is not in a state but in the District of Columbia. The District of Columbia is made up of land given by Maryland and Virginia to make a national capital.]

Unit 67

Vocabulary citizens (defined in text), female suffrage, petitioned, equality, member of Congress, Senate, Senators, House of Representatives

Tutor/Learners—[Read Unit 67, Learners follow silently; Learners then read aloud with you (echo reading). Continue to slide finger along under words each time you read a selection.]

Tutor—[Work with one vocabulary word at a time; say the word as you write it.] Copy this vocabulary word, **equality**, on a 3 x 5 card. Find **equality** in the story. Read the sentence with me. What do you think **equality** might mean? [Accept tentative definitions. If none is correct, refer Learners to dictionary. Discuss which definition is most appropriate to the context. Restate the definition in the group's own words.]

Get your vocabulary card for **equality**. On the back of the card, write the definition (meaning) of the word. Write a sentence using the word **equality**.

[Repeat this procedure for each of the vocabulary words.]

Sight Words /deserve, whole, example, equal, elect, issues, representatives, letter, member of Congress, Senators, Senate, address, public, library/

Tutor/Learners—[Re-read Unit 67, Learners follow silently; Learners then read aloud with you (echo reading). Then read sight words, pointing to each word as you say it. Learners copy words on word cards, saying each one as it is written.

Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make sentences with cards such as: **The public elects Senators and members of Congress. I read about the issues at the public library.**]

"YOUR VOICE COUNTS!"

CHAPTER ELEVEN:
Summary

Unit 67

Some people say: "It really doesn't make any difference how much you know about the nuclear issue because in the long run, there's nothing you can do about it."

Other people say: "If you don't work to change what you don't like, you deserve whatever choices are made for you."

Can people really change things? Can common **citizens** working together help make changes in the way a whole country does things?

Well, its happened before.

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Female suffrage — that is, the right for women to vote — is a good example. It's hard to **imagine** that less than a hundred years **ago** women were not allowed to vote. Yet in the early **1900's** most people thought women would never be allowed to vote. But many women (and some men) worked and **fought** and **protested** and **petitioned**. In **1920** women **won** the right to vote. If they hadn't worked for that right, they still might not have it.

"Most people" were wrong. Change was possible. Something like that happened in the early 1960's when equal rights for blacks seemed an **impossible** dream. But when enough people worked hard enough, long enough, the **laws** were finally changed. While the fight for true **equality goes** on, it is only because people believed they could change the world that we have come this far.

There are many ways to make your ideas and feelings **known**. One way is to work to elect people who feel the same way you do about important issues.

Another way is to make your representatives in **government aware** of your feelings, whether you voted for them or not.

So if you have something to say about the Nuclear Issue, put it in a letter and send it to your member of Congress and your Senators. To write to your member of Congress address your letter to (member of Congress's name), The House **Office Building**, **Washington**, **DC 20515**. To reach your Senators (you have two) address the letter to **The Honorable** (name here), Senate **Office Building**, **Washington**, **DC**. **20510**. Ask your public library for the names of your member of Congress and Senators.

/deserve, whole, example, equal, elect, issues, representatives, letter, member of Congress, Senators, Senate, address, public, library/

Suggested Activities

1. Reread earlier chapters (units) of the current story.
2. Have Learner(s) circle all instances of a given word in a newspaper article.
3. Make *Bingo* boards with word squares to match the word cards. Scatter word cards on the table face down. Turn up a card. If it matches a word square on a player's board, the player pronounces the words and puts the card over the word square on the board. A full row vertically, horizontally or diagonally wins.
4. Have Learner(s) make new sentences or phrases with the word cards they have accumulated. Use blank cards for the words they need to make a complete sentence or phrase but have not studied yet. This practice points up the need for the function words such as: *and, but, the, while, after, before*. This will also expand their learning into less structured, yet needed areas of interest (job terms, family names, current interests).
5. Ask your Learner(s) to supply a *synonym* (a word the same as) or an *antonym* (a word the opposite of) for each of the words on the list or have your Learner(s) use the words in sentences.
6. Cut apart a comic strip. Have your Learner(s) reassemble the sections correctly or suggest what might be in the speech balloons. Go on a field trip with your Learner(s) related to *Read On! II* stories.
7. Read a news story. Answer the questions: Who, What, When, Where, Why and How.
8. Have Learner(s) do investigative work at the local library. Relate to *Read On! II* stories, e.g.,
   a. Learner(s) could search for information about a current issue of interest to them.
   b. Find books about music or musicians. Look for song books, or record albums with lyrics which have political overtones. (William Graves, *How to Teach Adults*, 1984)

9. *Writing Activities.* Encourage learners to write from the first lessons:
   a. Write a Language Experience Story based on the discussion questions at the beginning of each chapter in *Read On! II.* Have learners write the letters they can in a word, using a dash for the letters they do not know. Write final version on charts. Hang charts on wall for free reading.
   b. Make lists of words relative to the same topic: medicine—doctor, pill, hospital, operation, insurance; kitchen—cook, pots, pans, stove. Draw charts of the words with the topic in a center circle and the words on lines reaching out from the circle's boundaries. Group branching lines according to learners' judgments as to "most alike" vs "not quite alike."

	Sight Words		Patterns
Unit 51	child	conflict	
	friendship	cause	
	angry	countries	
	problem	reasons	
Unit 52	communist	often	
	Russia	differences	
	Russian	first	
	wealth	second	
	different	third	
	labor	fourth	
Unit 53	safe		
	discuss		
	nuclear		
	debate		
	weapons		
Unit 54	viewpoint		arm
	Soviet Union		arms
	in order to		armament
	America		charm
	against		harm
	choose		alarm
	arms		farm
			farmer
			disarm
			disarmament
Unit 55	strength	started	
	advertisement	map	
	information	resisted	
	using	uses	

	Sight Words		Pattern
Unit 56	glance		glance
	secure		romance
	military		dance
	built		chance
	becoming		
	refuse		
	social services		
	taxes		
Unit 57	discussion	powerful	
	fastest	point	
	practices	butter	
	instead		
Unit 58	threat	false	
	accidental	alarm	
	missile	usually	
	early	reducing	
	system	reduce	
Unit 59	security	oppose	
	common	continue	
	compete	levels	
	build	although	
	risk		
Unit 60	born	ate	eat
	arsenal	late	heat
	number	rate	cheat
	trust	mate	meat
	relationships	date	seat
	lately	fate	
	cheated	gate	
	verify	hate	
	bargain	later	
		latest	

	Sight Words		Patterns		
Unit 61	concerns	survive	ail	ink	oat
	bail	interests	bail	sink	boat
	boat	radioactive	jail	pink	moat
	sink	medical	mail	mink	coat
	safety		pail	blink	goat
	course		hail	think	
Unit 62	defense	forces			
	improved	human			
	relations	increase			
	maintain	budget			
Unit 63	winners	attacked	defensive		
	loser	attack	expensive		
	leader	defensive			
	interested	invade			
	interest	threatened			
	goal	hostile			
	duty	convince			
	support	benefits			
Unit 64	feet	withdrawing	aid		
	nations	presence	maid		
	aid	troops	laid		
	protect	Europe	paid		
	resources	Europeans			
	withdraw	either			
Unit 65	elsewhere	commitments			
	north	central			
	possible	economy			
	control	businesses			

	Sight Words	Patterns
Unit 66	decision	disagreement
	actually	armament
	hurt	disarmament
	connected	commitment
	body	
	reply	
	fully	
	tension	
	disagreement	
Unit 67	deserve	member of Congress
	whole	Senators
	example	Senate
	equal	address
	elect	public
	issues	library
	letter	
	representatives	

Cut out word cards along dotted lines.

Unit 51

child
friendship
angry
problem
conflict
cause
countries
reasons

Unit 52

communist
Russia
Russian
wealth
different
labor
often
differences
first
second
third
fourth

Unit 53

safe
discuss
nuclear
debate
weapons

Unit 54

viewpoint
Soviet Union
in order to
America
against
choose
arms
arm
arms
armament
charm
harm
alarm
farm
farmer
disarm
disarmament

Cut out word cards along dotted lines.

Unit 55

strength
advertisement
information
using
started
map
resisted
uses

Unit 56

glance
secure
military
built
becoming
refuse
social services
taxes
glance
romance
dance
chance

Unit 57

discussion
fastest
practices
instead
powerful
point
butter

Unit 58

threat
accidental
missile
early
system
false
alarm
usually
reducing
reduce

Cut out word cards along dotted lines.

Unit 59

security
common
compete
build
risk

oppose
continue
levels
although

Unit 60

born
arsenal
number
trust
relationships
lately
cheated
verify
bargain

ate
late
rate
mate
date
fate
gate
hate
later
latest

eat
heat
cheat
meat
seat

Unit 61

concerns
bail
boat
sink
safety
course

survive
interests
radioactive
medical

ink
sink
pink
mink
blink
think

ail
bail
jail
mail
pail
hail

oat
boat
moat
coat
goat

Unit 62

defense
improved
relations
maintain

forces
human
increase
budget

Cut out word cards along dotted lines.

Unit 63

winners
loser
leader
interested
interest
goal
duty
support

attacked
attack
defensive
invade
threatened
hostile
convince
benefits

defensive
expensive

Unit 64

feet
nations
aid
protect
resources
withdraw

withdrawing
presence
troops
Europe
Europeans
either

aid
maid
laid
paid

Unit 65

elsewhere
north
possible
control

commitments
central
economy
businesses

Unit 66

decision
actually
hurt
connected
body

reply
fully
tension
disagreement

disagreement
armament
disarmament
commitment

Cut out word cards along dotted lines.

Unit 67

deserve
whole
example
equal
elect
issues
letter
representatives

member of Congress
Senators
Senate
address
public
library

Workbook 6

Read On! II

LITERACY VOLUNTEERS of AMERICA Inc.

Read On! II
A Sequential Reading Series
Workbook Six
In My Opinion

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Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as school remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald and Artis Lee.

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V.K. Lawson, Ph.D.

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All proceeds from the sale of this book go to further the work of Literacy Volunteers of America, Inc.

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Directions for Use of Workbooks

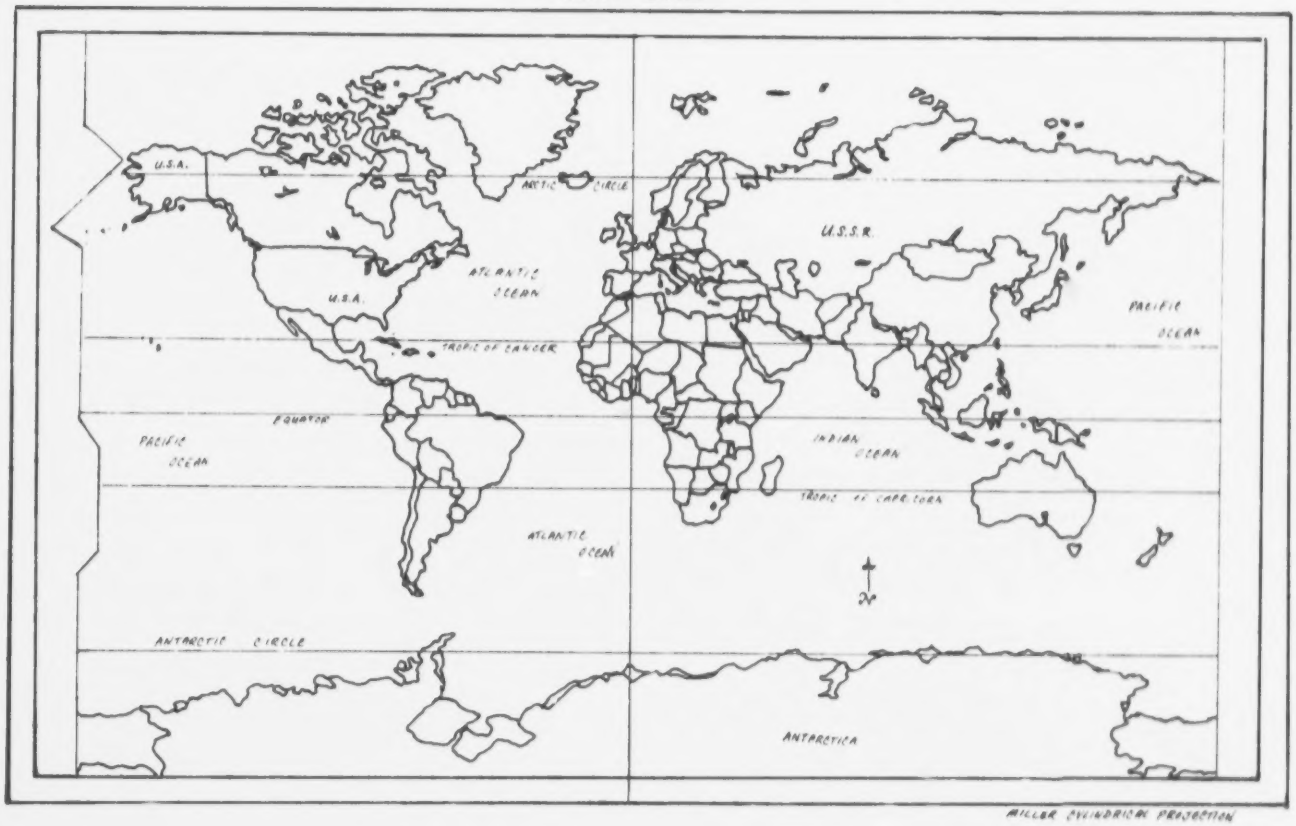
These workbooks contain exercises which are integrated with the respective *Read On! II* textbook. Before asking learner(s) to work on their own in the workbook, review the directions for each activity or set of activities that you want them to do. Ask that the directions be given back to you in the learner's own words. You might work with the learner(s) on this at the beginning of each activity to be sure that the directions are understood.

If the workbook activities are given for independent work or home practice, be sure to review the work at the beginning the next lesson. Do not assign the work if it is too easy for the learner and thus would constitute "busy" work. The learner's time would be better spent in rereading the story or writing new material rather than in working on activities which do not give any real practice.

MAP READING

A map is a drawing of part or all of the earth. The largest areas of water are called oceans. The largest land areas are called continents. Continents usually contain one or more countries. The names of the oceans, continents, and countries are written on the map where they are located.

MAP ONE



Polar Areas

The area located at the very top of the earth is known as the North Pole. The area at the very bottom of the earth is called the South Pole. It is very cold at these locations. These areas are surrounded by imaginary lines called the Arctic Circle (North Pole) and the Antarctic Circle (South Pole). Find these lines on your map. Find two (2) countries that are completely or partly inside the Arctic Circle.

1. _____

2. _____

Is there any continent or country located inside the Antarctic Circle? If so, what is it called? _____

_____

_____

Islands

Islands are small areas of land that are completely surrounded by water. Find three (3) islands or groups of islands on Map Two. Write down their names.

1. _____
2. _____
3. _____

Equator

The equator is an imaginary line that runs around the center of the earth. The area of the earth located near this line is called the tropics. Countries located in this area are very warm and usually have large areas of jungles. How many countries are located along the equator? _____

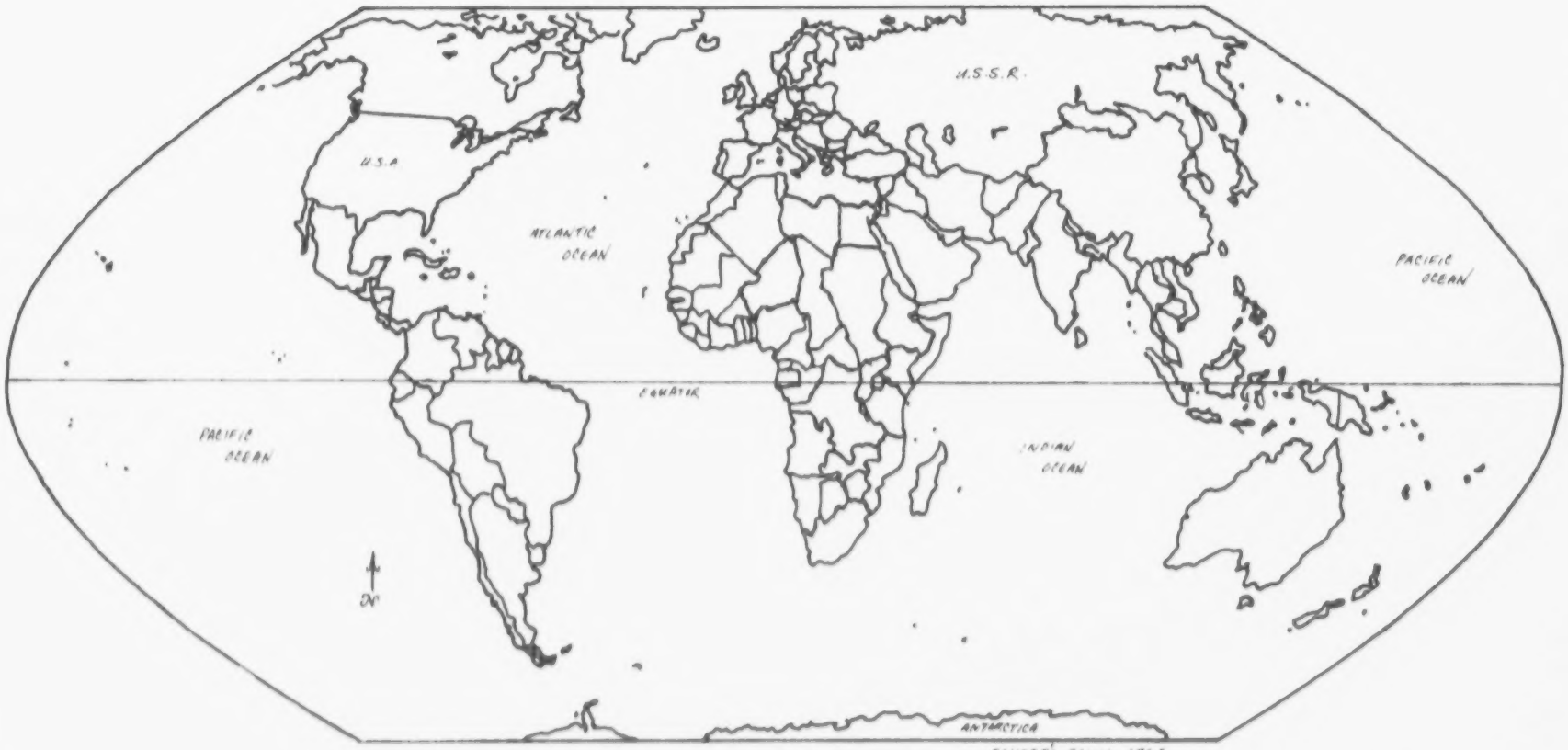
Find the Atlantic Ocean. Circle it's name.

Find the Pacific Ocean. Circle it's name.

Find the following Continents:
Africa
South America
North America
Australia

Which one of these continents is also a country? _____

_____


U.S.S.R.
U.S.A.
ATLANTIC OCEAN
PACIFIC OCEAN
EQUATOR
PACIFIC OCEAN
INDIAN OCEAN
ANTARCTICA
ECKERT'S EQUAL AREA
SINUSOIDAL PROJECTION

MAP TWO

3

Chapter 1

Unit 51

Reread unit 51 in textbook 6 *(In My Opinion).* Answer the following questions.

According to the writer, who are likely to cause more trouble when they are in conflict?

a. children on playgrounds

b. women with knives

c. hungry animals

d. powerful people

According to the writer, why do countries fight?

a. they want the same thing

b. one country wants something that belongs to the other

c. one country wants to be in charge

d. all of these things

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. You should be able to guess the meaning of each word by the way it is used in the textbook, the way it is used in these sentences and from the other words around it. Write a definition for each word.

> When people are angry, they often try to hurt each other. This kind of conflict can cause friends to become enemies. One of the biggest reasons that little arguments grow into big problems is that people often stop talking when they disagree.

angry _____

_____

conflict _____

_____

cause _____

_____

reasons _____

_____

problems _____

_____

If you want to check your work, look up the words in the dictionary.

We all have, at one time or another, been in conflict with someone or something—a friend, a neighbor, a government agency, or a business. Write about a conflict that you have been involved in. Think about these questions before you write: How did it begin? Who was at fault? How did it end up? How do you feel about it now? If there are some words that you want to use but don't know how to spell, just write the letters you know and put dashes for the letters you don't know.

Unit 52

Reread unit 52 in textbook 6 *(In My Opinion)*. Answer the following questions.

How many "worlds" are all the different countries divided into?

a. one
b. two
c. three
d. four

What are these "worlds"? Briefly describe them in the space below. _____

What is meant by "goodies" in Unit 52? _____

What are some of the "goodies" that countries want? _____

What is another name for third world countries? Circle the correct answer.

a. communist countries
b. underdeveloped countries
c. Banana Republics
d. socialist countries

What kinds of things might a first world country need? _____

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. You should be able to guess the meaning of each word by the way it is used in the textbook, the way it is used in these sentences and from the other words around it. Write a definition for each word.

> Russia, China and Cuba are communist countries. In addition to being a communist country, Cuba is also considered a Third World country. Most Third World countries do not have a lot of wealth, but do have people willing to sell their labor at a very low price.

Russia _____

_____

_____

_____

communist _____

_____

_____

_____

third _____

_____

_____

_____

wealth _____

_____

_____

_____

labor _____

_____

_____

_____

96

World hunger is an issue that concerns many people today. Some people feel that since the United States is one of the wealthiest nations on earth, it should take a good deal of the responsibility for helping less fortunate countries develop their ability to feed themselves and for coming to their aid until such time as they can do so. Others feel that we should just look after ourselves and let these other countries solve their own food problems.

What is your opinion? Why do you feel this way? Write down your ideas. If there is a word that you want to use but don't know how to spell, just write the letters that you know and put dashes for the words that you don't know.

Chapter 2

Unit 53

Reread unit 53 in textbook 6 *(In My Opinion).* Answer the following questions.

The passage talks about two different ways of dealing with conflicts. What are they?

_____

_____

_____

If the Super Powers come in conflict, what might the final result be? _____

_____

_____

_____

What could be the result of a "nuclear winter"? _____

_____

_____

_____

According to many scientists, how might nuclear bombs cause a "nuclear winter"? ____

_____ _____

_____

_____

According to the passage, how powerful is one nuclear bomb?

a. Powerful enough to destroy a whole neighborhood
b. Powerful enough to destroy a whole city
c. Powerful enough to destroy a whole country
d. Powerful enough to destroy the Earth

According to the writer, no nation could win a nuclear war. What is his reason for saying this?

_____

_____

_____

_____

_____ _____

Unit 54

Put these letters in front of and after **arm** to make words. Write the whole word. Say the word.

dis, ament, ch, h, al, f, dis, ment, s

arm _____	_____ arm
arm _____	_____ arm _____
_____ arm	_____ arm
_____ arm	_____ arm _____
_____ arm	

Write a sentence for each word. Look up the meaning of any word you don't know.

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. You should be able to guess the meaning of each word by the way it is used in the textbook, the way it is used in these sentences and from the other words around it. Write a definition for each word.

> Many people believe that none of us are safe as long as there are nuclear weapons that can destroy all life on earth. Some of these people believe that we should never use nuclear weapons against another country. These people also think that we should stop building nuclear weapons altogether and end the nuclear arms race.

safe _____

_____

nuclear weapons _____

_____

against _____

_____

arms _____

_____

What do you think about the opinion given in this paragraph? Give reasons for your opinion. If there are words that you want to use but don't know how to spell, just write the letters you know and put dashes for the letters you don't know.

_____

_____

_____

_____

_____

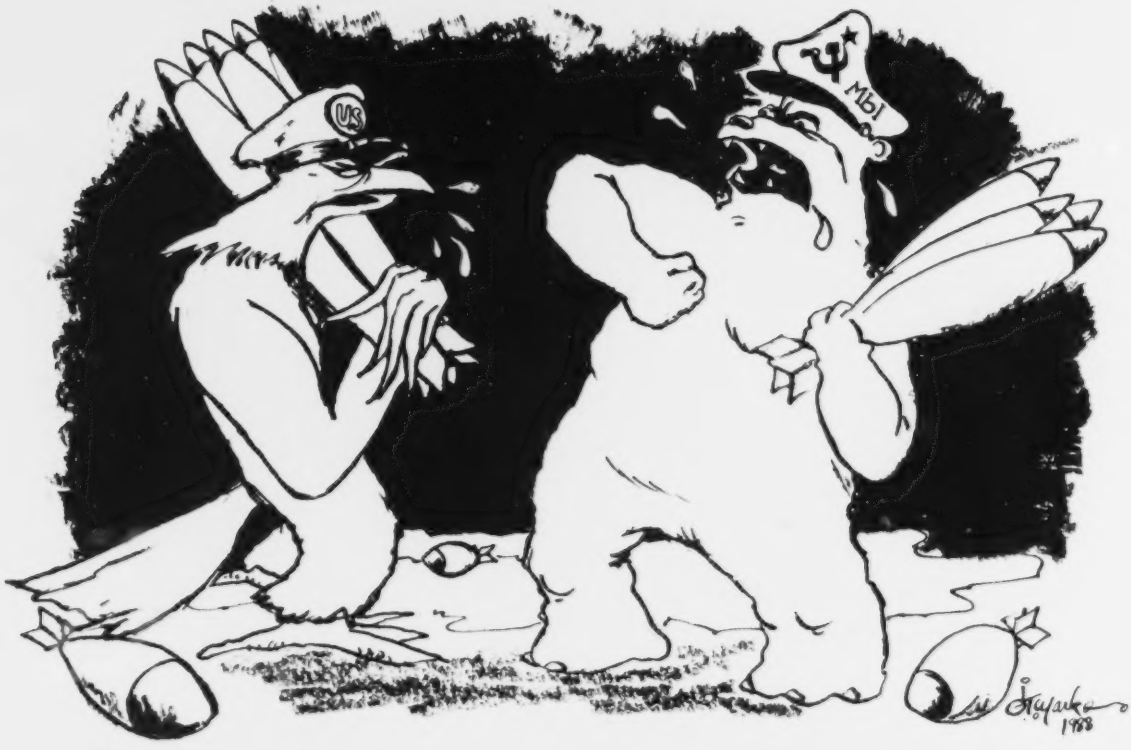
_____

_____

_____

_____ _____

_____ _____



"MY BOMBS ARE BIGGER THAN YOUR BOMBS!"

Unit 55

What is a political cartoon?

Political cartoons are usually found on the editorial page of newspapers and magazines. They often make fun of people or situations that are in the news. Political cartoons are not always funny, however. Sometimes they can have a very serious message that may frighten or upset people. Sometimes they may make us angry at a person or event.

Political cartoons often use symbols to represent particular people or countries. For instance, in the cartoon in unit 51, the eagle represents the United States. This is because the American Eagle is one of our national emblems. The bear represents the Soviet Union because the Siberian Bear is one of the national emblems of the USSR. The cartoonist has given other clues about who the two animals represent. What are they? _____

In the cartoon the animals seem to be having an argument. What is happening in the cartoon to tell us that they are angry? _____

_____

What do the animals have in their hands? _____

_____

Does the caption underneath the cartoon make sense to you? Explain in your own words what you think the cartoonist is trying to say. _____

_____

_____

_____

Reread unit 55 in textbook 6 *(In My Opinion).* Answer the following questions.

Many people in the United States think of the Soviet Union as

a. not very important
b. a bully
c. a friend
d. none of these

What are four countries that the Soviet Union has used force to keep control of?

1.
2.
3.
4.

In your own words, explain how people who believe in "peace through strength" think we should deal with the Russians. _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Unit 56

Put these letters in front of **ance** to make words. Write the whole word. Say the word.

d, ch, Fr, gl, rom, st

__ance	_____	__ ance	_____
__ance	_____	__ ance	_____
__ance	_____	__ ance	_____

Write a sentence for each word. Look up the meaning of any word you don't know.

_____

_____

_____

_____

_____

_____

Reread unit 56 in textbook 6 *(In My Opinion).* Answer the following questions.

According to the "upper hand" view, when is the US most secure? Circle the correct answer.

a. when it has lots of friends

b. when it has the advantage over the Soviet Union

c. when it has a Republican president

d. when it has a Democratic president

Why does the US need advanced weapons? _____

_____

What should the US do about SDI (Star Wars)? _____

_____

Where should the US keep troops?

a. in China

b. in Japan

c. in Canada

d. in Europe

According to the passage, when would the US use military force? _____

_____

_____

According to the passage, what should the US do about Cuba?

a. refuse to trade with it
b. bomb it
c. ignore it
d. take it over

According to the passage, what is needed to keep up high military spending? _____

_____

_____

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. You should be able to guess the meaning of each word by the way it is used in the textbook, the way it is used in these sentences and from the other words around it. Write a definition for each word.

> A road map can give you very important information about how to get from one place to another. Road maps show all the highways that have been built to get people from city to city. The military uses maps to help move troops around areas that they are not familiar with. The Postal Service also uses maps to deliver mail all around the country.

map _____

_____

information _____

_____

built _____

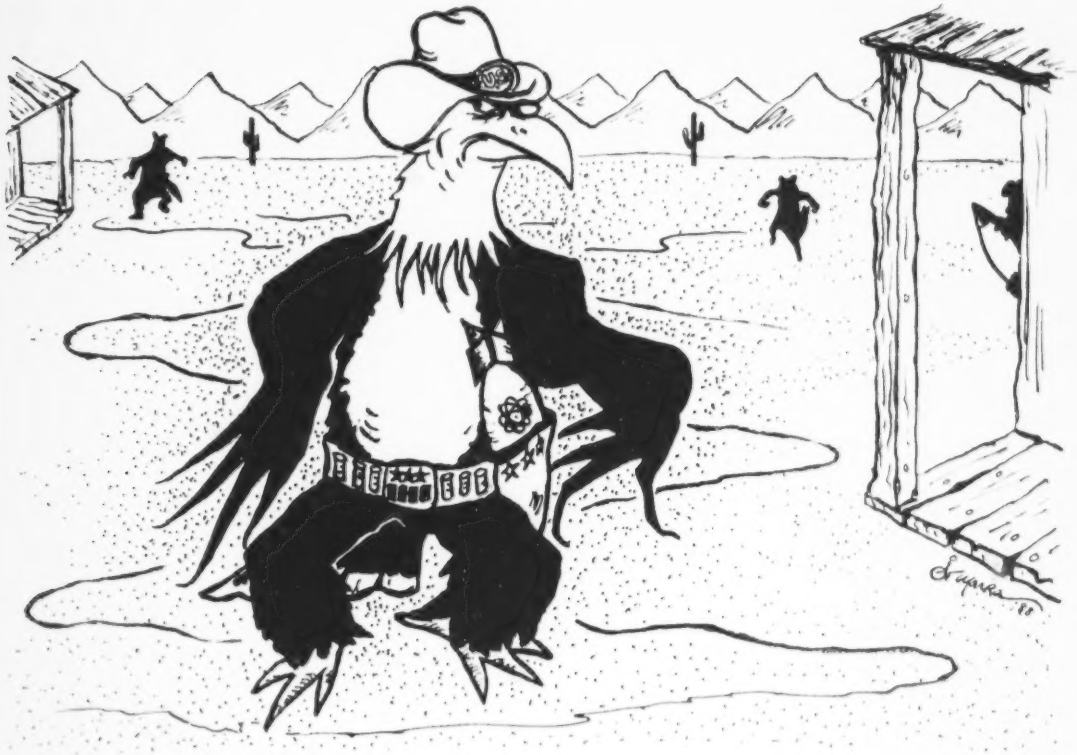
_____

military _____

_____

uses _____

_____ _____



"THE TROUBLE WITH BEING THE FASTEST GUN IN THE WEST"

Unit 57

Political Cartoon

Who does the main figure in the cartoon represent? _____

_____

What is he dressed up as? _____

_____

What does he have in his holster? What does the symbol on it mean? _____

_____

What are the shadowy figures trying to do? _____

_____

Read the caption. What do you think the cartoonist is trying to say? _____

_____

_____

Reread unit 57 in textbook 6 *(In My Opinion).* Answer the following questions.

According to the passage, spending too much time and money on building bigger bombs is like

a. throwing money away
b. wasting time
c. spending your life at the gym
d. eating too much

Why do some people say that the Soviet Union is a bully? _____

_____

_____

According to the passage, what countries have the US been accused of interferring with? _____

_____

_____

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> Judy and Mary had a discussion about animals they thought were interesting. Judy, who loved to run, thought that the cheetah was one of the fastest and most beautiful animals on earth. Mary agreed and said that she had always loved elephants because they were so strong and powerful.

discussion _____

_____

_____

fastest _____

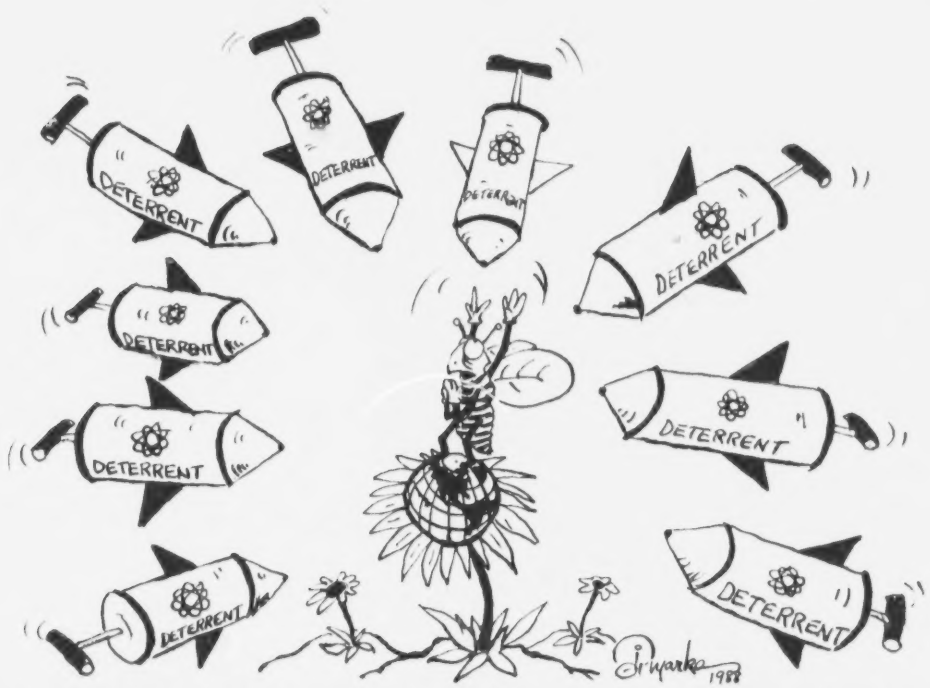
_____

_____

powerful _____

_____

_____



"ALL IT TAKES IS ONE NUCLEAR BOMB TO RUIN YOUR DAY..."

Unit 58

Political Cartoon

How does the bee in the cartoon feel?

a. happy
b. sad
c. angry
d. scared

What does the flower that the bee is standing on represent? _____

_____

What do the spray cans aimed at the bee represent? _____

_____

What does the bee represent? _____

_____

Read the caption. What do you think the cartoonist is trying to say? _____

_____

_____

Reread unit 58 in textbook 6 *(In My Opinion).* Answer the following questions.

For about how many years has the arms race been going on?

a. 10 c. 60

b. 20 d. 40

How many nuclear devices were there in the world in 1987? _____

How long would it take a modern missile to go from the US to Moscow? _____

Between 1977 and 1984, about how many times a day did our early warning system give a false alarm? _____

According to many people, why should reducing the threat of nuclear war be our main goal? _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Most people would agree that illegal drugs are one of our country's most serious problems. However people disagree as to how we should deal with the problem. Many feel that we should have stricter sentences for people convicted of selling or trafficking in drugs. Some even go as far as to say that convicted drug dealers should get the death penalty.

On the other hand, some people believe that the real problem is that selling drugs is so profitable that a lot of people are willing to take the risk of punishment in order to make a great deal of money. These people think that if using drugs was no longer a crime and that if drug users could legally get drugs, the drug trade would not be so profitable and would die out. Also, we would know who the drug users are and be able to offer them help in getting over their drug habit. There are some people who believe that if legal drugs were available, the price of drugs would go down and other crimes that are committed by drug users to support their habits would also go down.

What is your opinion? Why do you feel this way? Write down your ideas. _____

Unit 59

Reread Unit 59. According to this passage, which of the following sentences are true? Which are false? Circle the sentences that are true. Cross out the sentences that are false.

1. It is in the interest of both the US and the USSR to avoid nuclear war.

2. There should be no treaties signed that would keep the US from building nuclear weapons.

3. The US should build an SDI type defense system no matter what the Soviets say or do.

4. The US should work to reduce the number of nuclear weapons possessed by both the US and the USSR.

5. The US should have strong forces around the world.

6. The US should use military force only as a last resort.

7. The US should spend less on nuclear weapons and more on other kinds of weapons.

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> One of the biggest threats to life on this planet is the accidental use of nuclear weapons. There is no security as long as it is possible to accidentally launch a nuclear missile. We have to find a way to lower the risk of an accidental nuclear war before we can ever really feel safe.

threats _____

_____

accidental _____

_____

security _____

_____

missile _____

_____

risk _____

_____

Unit 60

Political Cartoon

What is the bear doing? _____

Why is the eagle smiling?

a. he just ate a good meal

b. he thinks that he is safe

c. he's happy because he just tricked the bear

d. he's having a very nice dream

Read the caption. What do you think the cartoonist is trying to say? _____

_____

_____

_____ _____

Put these letters in front of and after **ate** to make words. Write the whole word. Say the word.

d, f, g, h, l, m, r, pl, st, er, est

__ ate	_____	__ ate	_____
__ ate	_____	__ ate	_____
__ ate	_____	__ ate	_____
__ ate	_____	__ ate	_____
__ ate	_____		

Write a sentence for each word. Look up the meaning of any word you don't know.

Put these letters in front of **eat** to make words. Write the whole word. Say the word.

b, h, m, s, ch

__ eat _____ __ eat _____

__ eat _____ __ eat _____

__ eat _____

Write a sentence for each word. Look up the meaning of any word you don't know.

_____

_____

_____

_____

_____

_____

Reread unit 60 in textbook 6 (*In My Opinion*). Answer the following questions.

What did P.T. Barnum say? _____

_____

Circle the sentences which tell the views of those who oppose reducing nuclear forces. Underline the sentences that tell the views of those who want to reduce the nuclear threat.

1. The Russians have made the first steps to reduce the threat of nuclear war.
2. It is not possible to tell if the Soviets are cheating or not.
3. Only a strong nuclear arsenal will keep the USSR in line.
4. The USSR would not risk nuclear war in order to get it's way.
5. The Soviet Union cannot be trusted.
6. If the US and Russia don't start trusting each other, it could lead to the end of the world.

The United States has many different names. Sometimes it is referred to as the US, sometimes as America, and sometimes as the USA. The same is true for the Soviet Union. Circle the letter of the names that stand for the Soviet Union.

a. SDI
b. Russia
c. Moscow
d. USSR
e. Europe
f. Union of Soviet Socialist Republics

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

P.T. Barnum said, "There's a sucker born every minute." Shoppers who like to find bargains should remember this and verify that the business that they are buying from is an honest one. It is nice to trust people, but if you don't want to be cheated, you should look very carefully at bargains that seem "too good to be true." They usually are.

born _____

_____

_____

trust _____

_____

_____

cheated _____

_____

_____

bargains _____

_____

_____

verify _____

_____

_____

In your own words, write about why some people do not want to reduce the number of nuclear weapons. _____

In your own words, write about why some people want to reduce the number of nuclear weapons. _____

Based upon what you have read so far and the discussions you have had in class, what is your opinion? Should we reduce the number of nuclear weapons or shouldn't we?

The problem of homeless people is one that bothers a lot of Americans. Some feel that the increase in homeless people is because of high unemployment; some think it is because of cuts in government programs; others say that homeless people are just lazy and don't want to work.

What do you know about homeless people? Do you think homelessness is a problem in this country? What do you think is the cause of the increase in the homeless? Why do you feel this way? Write down your ideas. If there is a word that you want to use but don't know how to spell, just write the letters that you know and put dashes for the words that you don't know.

Unit 61

Political Cartoon

Who do the figures in the boat represent? _____

_____

What does the stormy sea represent? _____

_____

What does the leaking boat represent? _____

_____

Read the caption. What do you think the cartoonist is trying to say? _____

_____

_____

_____

_____

Put these letters in front of **ail** to make words. Write the whole word. Say the word.

b, f, j, m, n, p, r, s, t

__ ail	_____	__ ail	_____
__ ail	_____	__ ail	_____
__ ail	_____	__ ail	_____
__ ail	_____	__ ail	_____
__ ail	_____		

Write a sentence for each word. Look up the meaning of any word you don't know.

Put these letters in front of **ink** to make words. Write the whole word. Say the word.

l, m, p, r, s, w, bl, th

__ ink	_____	__ ink	_____
__ ink	_____	__ ink	_____
__ ink	_____	__ ink	_____
__ ink	_____	__ ink	_____

Write a sentence for each word. Look up the meaning of any word you don't know.

Put these letters in front of **oat** to make words. Write the whole word. Say the word.

b, c, g, m, fl

__ oat _____ __ oat _____

__ oat _____ __ oat _____

__ oat _____

Write a sentence for each word. Look up the meaning of any word you don't know.

_____

_____

_____

_____

_____

Reread unit 61 in textbook 6 *(In My Opinion).* Answer the following questions.

Both the US and the USSR have had serious accidents at nuclear power plants. Where did these major accidents take place? _____

_____

According to this passage, what are the "better things in life"? _____

_____

List five things that the US has in common with the Soviet Union.

_____

_____

_____

_____

_____

_____

120

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> The boat was on course to Florida when it sprung a leak and began to sink. Luckily for the passengers the boat was equipped with life jackets and other safety devices. Because of this good preparation, everyone on the boat was able to survive until help arrived.

course _____

_____

sink _____

_____

safety _____

_____

survive _____

_____

Based upon your reading and discussions, do you think that the average person in the Soviet Union is very much like the average American? Why do you think that? Write about your thoughts and opinions.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

121

Unit 62

Reread unit 62 in textbook 6 *(In My Opinion).* Answer the following questions.

According to this passage, which of the following sentences are true? Which are false? Circle the sentences that are true. Underline the sentences that are false.

1. Real security will be possible only when the US and USSR have better relations.

2. We should have absolutely no nuclear weapons.

3. We should have more trade with communist countries.

4. We should use military force to settle the situation in Nicaragua.

5. Military spending should be cut immediately.

6. The budget debt would be lower if we cooperated with the Soviet Union.

"DON'T TURN YOUR BACK ON THE KNIFE!"

Unit 63

Political Cartoon

Look at the cartoon carefully and read the caption. Write down in your own words what you think the cartoonist is trying to say.

123

Put these letters in front of **ive** to make words. Write the whole word. Say the word.

defens, expens

____ ive _____
____ ive _____

Write a sentence for each word. Look up the meaning of any word you don't know.

_____

_____

_____

Reread unit 63 in textbook 6 (*In My Opinion*). Answer the following questions.

Why are many people unwilling to trust the Soviets? _____

_____

_____

Why do some people feel that the US has a moral duty to fight communism? _____

_____

_____

_____

Why does the Soviet Union fear the US and its allies? _____

_____

_____

_____

Who invaded Russia during World War II? _____

How many Russians were killed during World War II? _____

How might we make the Soviets feel safer? _____

_____

_____ 124 _____

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> Henry tried to convince himself that he could win the race. Right now, he was only about six yards behind the leader and the finish line was half a mile away. He had always ended up standing with the losers after races, this time his goal was to be among the winners. He took a deep breath and made his move.

convince _____

_____

leader _____

_____

losers _____

_____

goal _____

_____

winners _____

_____

Unit 64

Political Cartoon

Look at the cartoon carefully and read the caption. Write down in your own words what you think the cartoonist is trying to say.

Put these letters in front of **aid** to make words. Write the whole word. Say the word.

l, m, p, r

__ aid _____ __ aid _____

__ aid _____ __ aid _____

Write a sentence for each word. Look up the meaning of any word you don't know.

_____

_____

_____

_____

Reread unit 64 in textbook 6 (*In My Opinion*). Answer the following questions.

_____

What did George Washington warn the American people against? _____

_____

How much does the US spend each year to keep it's military forces operating around the world? _____

How many troops does the US have in Europe? _____

In your own words, explain why some Americans want to stop spending so much money protecting other countries. _____

_____

_____

_____

_____

_____

_____

Unit 65

According to this passage, which of the following sentences are true? Which are false? Circle the sentences that are true. Underline the sentences that are false.

1. The US should only defend North America.

2. We should get rid of all our nuclear weapons.

3. We should not waste money on an SDI type defense system.

4. Arms control is not that important.

5. Our allies have to defend themselves and not rely on the US.

6. We should always be willing to use nuclear weapons to defend our friends.

7. We should be willing to use military force in Central America.

8. We should increase our military budget.

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> The two nations were very close to being at war. They had their troops gathered on the border and ready for action. The goal of each country was to control all the roads leading to the sea coast so that it would not be possible for the other country to get supplies shipped in. The United Nations was trying very hard to get both nations to withdraw their forces from the border and to begin to talk to each other about a peaceful solution to their disagreement.

nations _____

troops _____

control _____

possible _____

withdraw _____

Because of the large number of people killed by hand guns each year, many people feel that no one except police officers should be allowed to have or own handguns and that rifles and other larger firearms should have to be registered and licensed.

Other people and organizations like the National Rifle Association believe that we have a Constitutional right to own guns and that this right should not be taken away. These people say that if you take away the guns of homeowners and other "honest" citizens, only the criminals will have them and the rest of us will be at their mercy. However, people in favor of banning handguns respond by saying that most of the people killed by handguns knew the person who shot them.

What is your opinion? Why do you feel this way? Write down your ideas.

"NO MAN IS AN ISLAND"

Unit 66

Political Cartoon

Look at the cartoon carefully and read the caption. Write down in your own words what you think the cartoonist is trying to say.

_____

_____

_____

_____

Put these letters in front of **ment** to make words. Write the whole word. Say the word.

agree, arma, commit, disagree, disarma

__ ment _____ __ ment _____

__ ment _____ __ ment _____

__ ment _____

Write a sentence for each word. Look up the meaning of any word you don't know.

Reread unit 66 in textbook 6 *(In My Opinion).* Answer the following questions.

According to this passage, what is one of the things that might happen if we withdrew our nuclear weapons from around the world? _____

According to supporters of the "America On It's Own" viewpoint, what is one of the biggest possible causes of war? _____

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> The tension grew stronger as the crowd nervously waited for the decision in the boxing match. Although the boxer from the Soviet Union had hurt the American fighter, the American had landed more punches. It appeared that there was a big disagreement among the judges as to who had won the fight. The American judge went so far as to accuse a Soviet judge of not being fair. There actually seemed to be more hostility among the judges than there had been in the boxing ring.

tension _____

_____

decision _____

_____

hurt _____

_____

disagreement _____

_____

actually _____

_____

AIDS is a frightening disease that is killing people worldwide. Although experts say that the disease cannot be spread by just being near a person who has the disease, many people are afraid to be around people with AIDS. Scientists say that the greatest risk of getting AIDS is from using "dirty" hypodermic needles and having sex with a person who has AIDS. Some people, however, say that scientists don't really know enough about the disease to be so sure.

What are your thoughts and feelings about AIDS? Why do you feel this way? Write down your ideas.

_____

_____

_____

_____

_____

_____

_____

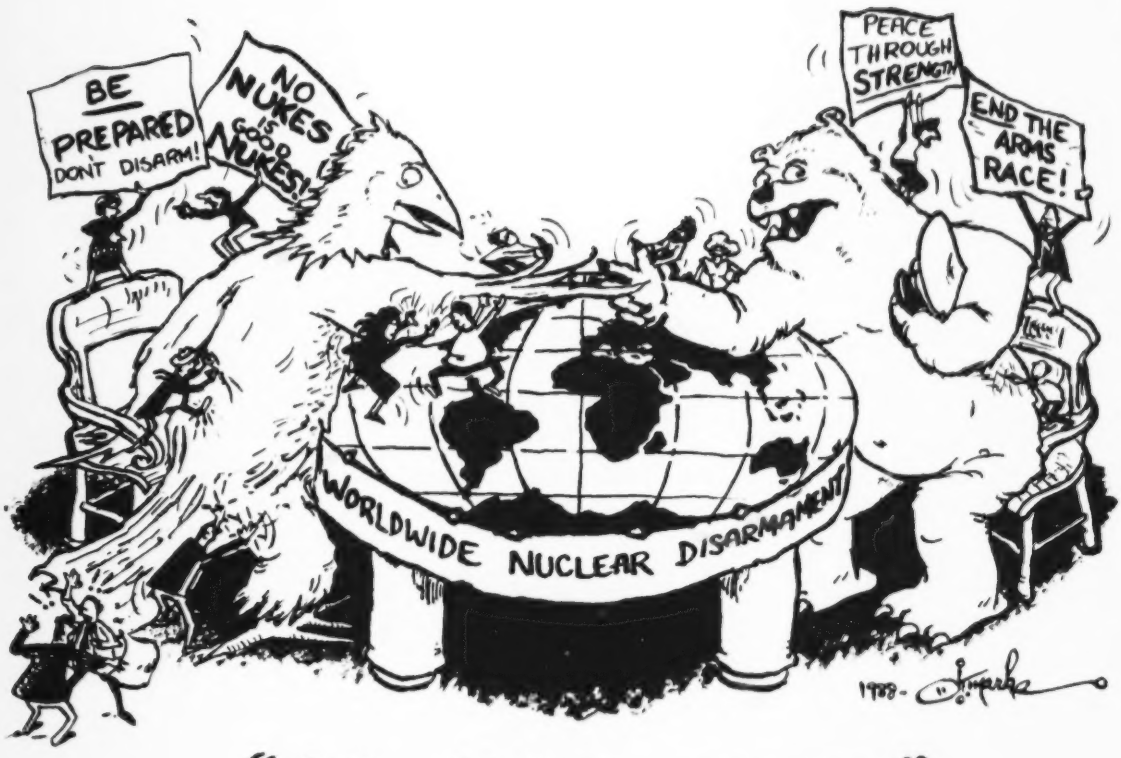
_____

_____

_____

_____

_____



"YOUR VOICE COUNTS!"

Unit 67

Political Cartoon

Look at the cartoon carefully and read the caption. Write down in your own words what you think the cartoonist is trying to say. What are your reasons for thinking this?

Reread unit 67 in textbook 6 (*In My Opinion*). Answer the following questions.

When did women win the right to vote in the US? 133

What are two ways of making your ideas and feelings known? _____

_____

_____

_____

Where might you go to find out the names of your member of congress and senators?

_____

_____

Context clues

Read the paragraph below. Without using a dictionary, try to figure out the meaning of the underlined words. Write a definition for each word.

> Mrs. Harmon was still angry as she wrote the address on the envelope. She had just written a letter to her representatives in Congress telling them that she felt the proposed law was unfair. She said that it did not deserve to be passed because it did not treat older people as if they were equal to younger people. Mrs. Harmon went out and mailed the letter right away so that the legislators would know her feelings before they voted. She was not about to let a bad law like this one get passed.

address _____

_____

letter _____

_____

representatives _____

_____

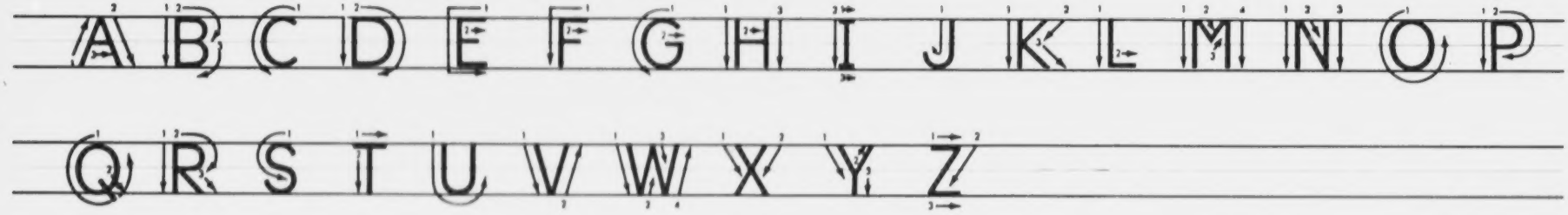
deserve _____

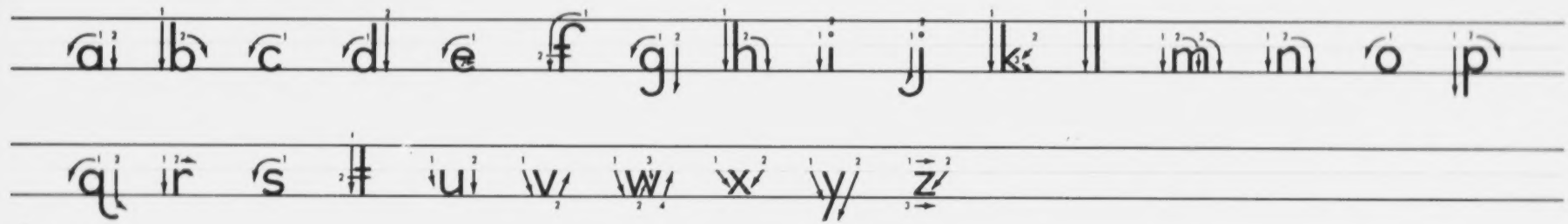
_____

equal _____

_____

There are many things in the news that people have differing opinons about. It may be how to deal with pollution, or what to do about the rise in teenage pregnancy or any number of things. Choose an issue that you know people have different ideas about and write about it. Make sure you give both sides of the story. Then write how you feel about the issue and why you feel that way.





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